UNIVERSITY OF ALBERTA

ATTITUDES CONCERNING ROLE TRANSITIONS FOR THE ELDERLY

BY

EDNA M. BERG

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SUBMITTED BY EDNA M. BERG

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION.

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ABSTRACT

The number and percentage of elderly is increasing in our population. Adult children often need to make decisions for aging family members. Because adults have not been well socialized to the aging process, it is wondered if decisions made for the elderly would be in keeping with the needs and wants of the older adult.

This study compared the attitudes of dyads of middle-aged adults and one their parents concerning selected role transitions for the elderly. The purpose was determination of any similarities and differences between their personal attitudes and, secondly, any similarities and differences in the perceptions each had of the other's attitudes concerning selected role transitions in later life. Twenty-six dyads of adult children and parents completed dual sets of identical questionnaires: first, answer the items from their own perspective and secondly, answer from the perspective of the other member of the dyad.

Results were compared for similarities and differences on six smaller subscales or inventories (retirement, grandparenthood, place of residence, attitudes towards the aged, expectations of agreement in attitude, and support between family members).

A comparison of the personal responses indicated greater support by the elderly on issues relating to housing (institutionalization, living alone and age-segregated housing). Stereotypical responses were evident in responses from both ages in the adulthood dyads. The adult child was able to predict their parent's responses slightly more consistently than were the parents The need for education to foster increased recognition of the positive attributes of aging and become more socialized to the aging process.

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Chapter I

INTRODUCTION

This study was designed to explore attitudes of middle-aged and older adults concerning aging in general, and more specifically, expected role transitions in later life. The attitudes of the members of dyads -- middle-aged adult children and one of their parents -- were compared for similarities and differences between personal attitudes expressed and perceived attitudes of the other member of the dyad.

The importance of adult children in the lives of their aging parents is well documented in gerontological research (Archbold, 1980; Bromberg, 1983). Aging parents, when in need, will turn initially to their offspring for assistance (Brody, 1977; Neugarten, 1975; Shanas, 1979; and Troll, 1971). However, the abilities of middle-aged adult children, usually women, to accept the responsibility of working outside the home in addition to supporting and caring for elderly relatives can be stressful and overwhelming (Brody, 1981). The middle-aged adult's multiplicity of roles are likely to be expanded further as societal and demographic needs change in relation to care of the aged (Brody, 1981).

Unfortunately, neither aging adults nor their adult children have been socialized to the expectations of aging (Shanas, 1980). In addition, relationships between middle-aged adults and their aging parents are often perceived as problematic due to the lack of clearly defined role expectations (Bengtson, 1973). This lack of socialization and unclear expectations has left aging adults and their supporters inadequately prepared to manage the life changes occurring due to longevity. These and other intergenerational issues are likely to cause stress and role

strain among the membership including effects on the second generation families (Archbold, 1980).

Role transition was defined by George (1980) as "situations in which both the status and its accompanying role are changed or lost" (p. 140). Transitions in later life are generally related to work, family or place of residence (George, 1980). The attitudes of the members of the dyads -- middle-aged adult children and one of their parents -- were compared for similarities and differences in decisions either member of the dyad might or would make for the aged related to these role transitions or related issues. The following questions were of interest: Are decisions made by the adult child the same as those made by their parent? Are the issues relating to older adults perceived the same by both members of the dyad? Will the adult child make the same decision in the future, for himself, that he is making today for his parent?

Educators and those working in gerontology need to be cognizant of the potential crises these transitions can precipitate in intergenerational relationships and challenged by them to develop the strategies needed for their effective management.

Purpose and Research Questions

Purpose

The purpose if the study is to compare the attitudes of adult children and their aging parents concerning expected role transitions experienced by the elderly.

Research Questions

The study was guided by two research questions.

1. What are the similarities and differences between how adult children and their aging parents respond to role transitions in the elderly?
2. What are the similarities and differences between how adult children and their aging parents expect each other to respond to role transitions in the elderly?

Definition of Terms

The aging parent was minimally 65 years of age, lived independently without physical or economical support, and had no known formal diagnosis of mental illness or any other mental incapacity. This adult had expressed a commitment to, and a positive relationship with, their adult child.

The adult child was employed at least part-time and anticipated future responsibility for the care of at least one parent. The age range selected was restricted to between 30 and 59 years.

Role transition was defined by George (1980) as "situations in which both the status and its accompanying role are changed or lost" (p. 140). Rice (1986) defined a transitional period as linking of "the previous period with the following period and brings a new set of developmental tasks. Transitional periods are necessary to reexamine priorities, make new choices, and commit oneself to a revised life structure" (p. 43).

Attitude

"An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related." (Allport, 1967, p. 8)

Zimbardo, Ebbeson & Maslach (1977) expanded Allport's definition by subdividing the concept of attitude into three measurable components: cognition was the beliefs or factual knowledge of an object or person, affect referred to the evaluation, liking or emotional response to an object or person, and behavioural was the overt action directed toward an object or person (p. 20).

Sample and Setting

The sample for this study was dyads of adult children and one of their parents living in the vicinity of Edmonton, Alberta. The dyads were selected purposively by the networking sampling technique (Brink & Wood, 1983) in order to obtain dyads who satisfied the sample criteria of commitment and family relationship.

Delimitations

The following were the delimitations of the study.

1. The dyads in the sample lived in a large metropolitan city in Western Canada. It is not recommended that the results be generalized to other populations.
2. The age of the adult children was restricted to middle-age. It is not recommended that the results be generalized to other populations.

3. The role transitions investigated were transitions cited in the literature as typically expected for the elderly.

4. The sample was selected by nonrandom means.

Significance of the Study

When society's largest population group, the "baby boomers" enter late adulthood, the percentage of membership in late adulthood will be the greatest in our history. As life expectancy increases, the numbers of the elderly, especially the very old, will also rise. This later group draws heavily on societal resources, institutions and support services: services that are likely to be greatly taxed and over burdened.

The family, as a principle in the care of the elderly, will also be likely be stressed as members strive to meet the needs, and safe guard the rights of, their elderly. Individual families may find it a necessity to assume care for their aging members at a time when kin resources are becoming overextended due to fewer numbers of adult children and their collected increased obligations and responsibilities in other areas (Treas, 1977). Intergenerational issues will likely increase as adult children attempt to cope with their own increasing life demands while bombarded with the additional concern for their parent's needs.

In addition, neither older adults nor their adult children have been socialized to cope optimally with aging or intergenerational issues associated with increased longevity (Shanas, 1980). The potential frustration and strained intergenerational relationships between these parties will be, virtually, guaranteed. Further study is needed to assist members of the family in coping with the associated changes of

longevity, specifically the expected role transitions for the elderly, and clarification of the role expectations of family members caring for the aged.

Adult educators and those working in the field of gerontology will also be impacted and challenged by longevity and the related issues. The needs of the elderly are changing and increasing as they live longer. Family stress and strain needs to be minimized; intergenerational families need to be prepared to respond to age-related transitions in the lives of their aging parents rather than reacting in times of crisis.

Organization of the Thesis

Chapter I describes the purpose of the study, the specific research questions, the delimitations, the definition of terms, sample and setting, the significance of the study and concludes with an overview of the organization of each chapter in the thesis.

Chapter II begins with an explanation of the conceptual framework and concept of attitude as employed in this study. Following that is a discussion of normative life events and roles of middle and late adulthood and transitions of roles (related to work, family and place of residence) expected in later life. Intergenerational relationships, issues and expectations of adults and their parents concerning role transitions in later life are discussed in addition to socialization to aging. The chapter concludes with a brief discussion of the formulation of individual items for the questionnaire and grouping of the items into six inventories.

Chapter III describes the sample and selection technique followed by a discussion of the instrumentation including development, design, pilot study and method of data collection. The chapter concludes with data processing and analysis, in addition to, the assumptions and limitations of the study.

Chapter IV provides the profile of the two groups of respondents and a discussion of the findings as they relate to the two research questions.

Chapter V provides a summary of the study, as well as the implications for education and suggestions for further research.

Chapter II

LITERATURE REVIEW

This chapter overviews the conceptual framework of human development, the definition of the term attitude, and the expected role transitions in later life for the study. Also included in the chapter are discussions of intergenerational issues between adult children and their parents, their individual expectations concerning role transitions experienced by the elderly, and socialization to aging. The chapter concludes with a description of the instrument for data collection.

Conceptual Framework

Life-span developmental psychology approach to human development is the conceptual framework for this study. Baltes, Reese and Lipsitt (1980) defined the approach as "concerned with the description, explanation, and modification (optimization) of developmental processes in the human life course from conception to death" (p. 66). This approach believes age-related biological, psychological and sociological change occurs throughout the entire life-span (Goulet & Baltes, 1970). This view focuses on the intra-individual development throughout the history of the person by integrating the knowledge gained in age-segrated sections of the life-span, such as infancy and old age, and developmental processes, such as learning or memory. The history of the individual, past achievements and patterns of antecedent-consequent or subsequent life events, aid in explaining present development and, hopefully, foster optimized future healthy,

positive development (Baltes et al., 1980; Honzik, 1984; Lerner & Hultsch, 1983). The study of intra-individual life-long behavior and behavioral change is intended to enable greater generalizability of data across the life continuum (Goulet & Baltes, 1970).

This approach to studying human development complements the work of earlier developmental theorists but seeks greater latitude than strict adherence to the idea that maturational development is strongly correlated to chronological age. To equate life-span work only with age-developmental work is extremely limiting: chronological age is but one variable for organizing developmental work (Goulet & Baltes, 1970). While chronological age may be an effective and appropriate criterion for use with children, it becomes a progressively poorer criterion to assess development in adulthood (Lefrancois, 1984; Turner & Helms, 1983). The age of adults is useful as a descriptive variable if patterns of behavior are homogeneous producing a high correlation between age and behavior change (Baltes & Willis, 1977). The chronological approach will be valuable only to the extent there is a close relationship between age and developmental changes (Lefrancois, 1984). This is not always so as Baltes, Nesselroads and Schaie (1972) reported in their research on intellectual development. They found that during adulthood, cohort differences were as large as, or larger than, correlations found with established age categories.

Lerner and Hultsch (1983) emphasized the examination of several descriptive variables during adulthood, in addition to age, and suggested cohorts and life transitions. Hultsch & Deutsch (1981) suggested the addition of nonnormative events of historical or environmental influence

as a variable. The influence of life events and the related role transitions is complementary to the life-span developmental approach.

Life-span developmental theorists study individual development from conception to death but admit a heavy emphasis has been placed on the early years of childhood and the aging adult. The younger years of adulthood would benefit from more proportionate energies invested in their study. This would facilitate threading of behavioural, psychological and sociological change from childhood through to old age. Although this approach is quite new, and certainly not well established, studying the individual throughout the life-span is believed desirable and optimal. The knowledge gained from past life events, experiences and achievements will likely influence or affect management of outcomes later in life. Significant life events will be the developmental thread pulled through middle and late adulthood in this study.

Life Events

Normative life events as marriage, birth of children and retirement, are useful variables in discussions of adult psychosocial and sociological development (Erikson, 1963; Lowenthal, Thurnher & Chiriboga, 1975; Levinson, 1978; Sheehy, 1976). Significant life events of adulthood, although not universal in achievement, are generally achieved by the majority of adults at some point within the adult years. Peck (1968) expanded Erikson's three adulthood ages into several subclasses and was authenticated by Sheehy's (1976) "passages" and Levinson's (1978) "seasons" in relation to significant adult life events and the individual behavioural responses to them. Havighurst (1972) determined developmental tasks, often relating to life events, could be accomplished during various stages of life.

Life events are important to the adult and are the focus in the management and commitment of one's life (Erikson, 1963; Peck, 1969; Havighurst, 1972; Sheehy, 1976; Levinson, 1978). Although these life events may be achieved by most adults, they are not universally experienced. Adults have choices; marriage and procreation, as examples, may not be selected.

The timing and sequencing of major life events, whether by choice or chance, may effect the availability of an event and of future events. Historically or culturally significance events such as famine, wars, financial depressions, cultural and political upheavals will influence behavioural choices available and, possibly, the quality of the experience.

Hultsch and Plemons (1979) described the following four characteristics of life events in their model:

1. The event must be significant, critical or noteworthy in occurrence.
2. Events are categorized as either individual: normative, usual life experiences such as marriage, or retirement; or cultural events which are nonnormative life experiences affecting great numbers of individuals such as natural catastrophes or war.
3. The attributes of the event is one of impact, anticipation and control of the characteristics of the individual and of the events.
4. Lastly, timing and sequencing of the life event in the historical context needs to be considered. Established normative time frames for some events exist; one is aware if early, on time or late with respect to norms of system (Neugarten, 1976). Timing of events implicates present and potential future options or

alternatives: Future life events will depend upon when present options are exercised. Grandparenthood is one example. The likelihood of ensuring grandparents for children produced later in life is not always a reality; aging parents may equally not see grandparenthood for themselves.

Normative life events are not restricted to only one age category; the parameters of categories may overlap one another or be stretched to encompass younger and older participants than traditionally included. One example is procreation: Pregnancy can be achieved in the preteen years through to the fifth decade of the woman's life if planned for and desired. This time frame spans childhood, adolescence, young and middle adulthood. Because of the choices adults have in their lives, for example, the interests and options of a cohort of fifty year olds today may range from day cares and schools to retirement and age-segrated housing.

Many life events accomplished in adulthood are not limited by age. Marriage, retirement and death in adulthood can occur at any age. Some events may occur by choice (voluntary retirement and marriage) while others occur by chance (widowhood and divorce). Emotional impact of a transition may vary and should not be assumed predictable because of age. Retirement may be envied, enjoyed or dreaded. Both types of events -- choice and chance -- may implicate future options or support for oneself and other family members such as remarriage to an age-mate of one's adult children. Adults have the right of choice in experiences and deserve to have their decisions respected and honored, regardless of their age. Stereotypical responses and generalizations need to be cautioned.

Supporters of the life-span adult development are appreciative of the variance of timing and sequencing of life events (Levinson, 1978; Newman & Newman, 1984; Sheehy, 1976). These learning theorists see development as a gradual process which does not constitute stages nor related to ages (Craig, 1980; Newman et al., 1984). Although age may correlate to the behavioural development of some adults, it certainly cannot be assured nor assumed universal for psychological or sociological development as it may have for children.

Life events for adults are significant. It is also well appreciated that the exercising of these options or choices concerning life events can occur along a wide range of time in adulthood and, once operationalized, will probably have future implications. A brief overview of life roles and responsibilities for the middle-aged and the older adult will be outlined.

Middle Adulthood

Middle-aged adults, usually between thirty and sixty years of age, have successfully integrated the intimacy and commitment to a mate of the younger adult and have progressed to a broader base of concern in establishing and guiding the next generation (Erikson, 1963; Newman & Newman, 1984). Middle-aged adults integrate their past knowledges and insights into futuristic plans for their children, themselves and their aging parents for whom they are likely to feel a greater need to support.

This time in the life-span is not simplistic. It is diverse in needs, roles, responsibilities and characteristics. Among other things, this time in the life-span comprises a wide variety of normative behaviours, all of which have options or alternatives. Family life events are usually a major focus but the adult activities may be diverse:

Individuals may be merely beginning childbearing while cohorts are launching their children. Other family issues may include feeling sandwiched between the needs of aging parents and the demands of one's own family. Career-related issues are also significant. Women may be seeking employment outside the home for the first time or dealing with mid-life transition of a career change, including redirection in goal setting and employment opportunities or retirement. Mid-life transition necessitates change of self and family members. Roles and responsibilities of the adults will change. These changes can be stressful, even if desired.

Late Adulthood

The older adult fits into Erikson's (1963), stage of Ego Identity versus Despair. This is a time for synthesis of past learning. Individuals, in reflection upon their accomplishments and experiences, hopefully, are satisfied with their life achievements and accept themselves for what they have become. It is hoped the regrets are few, and members can justify, defend, and are proud of their status and choices they have made (Santrock, 1986).

To be old in our society is not a valued asset. Most older people have personally experienced some of the physical, emotional, and financial changes and challenges of aging. Not always have these changes been understood or appreciated by those around them. Expressions of stereotypical beliefs, myths and generalizations may cloud an individual's perception of older people and events concerning them. Greater knowledge, awareness and tolerance of aging and the aged is needed by our society. Again as our life-span lengthens, the numbers of older people also will increase in numbers and percentage of the total

population. The elderly (over 65 years) is the only category of age in Canada that is increasing in numbers. Canadians are living longer and thus, are 'old' longer. The largest segment of the Canadian population, the baby boomers, are pre-entry to this category. This has great implications for our society in general and the support services, agencies or facilities concerned and caring for the aged in the future.

This study focused on relationships between middle-aged adult children and their aging parents. It hoped to determine if adult children are able to make quality decisions concerning their aging parents and if these younger adults are prepared to accept additional roles and accompanying responsibilities. Are the older adults prepared to accept help from their children? If the elderly needed and accepted help, would there be agreement between the dyad members on decisions made? If one could be "future-focused" would the decisions made by the adult children now, be right for themselves at some future date? Would the adult child make the same decision for himself, in the future, that he has made now for his parent?

In summary, the framework adopted for this study was the life-span developmental approach. Significant life events of the middle and late adulthood were overviewed.

Attitude

The concept of attitude is widely used and believed by many to be an indispensable concept in contemporary social psychology (Allport, 1967). Because of this, the number of definitions and interpretations are plentiful. Offerings from several authors, cited collectively, provide an appreciation of the complexity of defining the term attitude.

Allport (1967) referred to it as "abstract", consisting of more than one meaning and reflecting a body-mind dualism of "adaptedness" or mental and physical preparation for action (p. 23). Allport's earlier, and still cited, definition from 1935 defined an attitude as "a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (p. 24). Thurstone (1931) simply defined attitude as "the affect for or against a psychological object" (p. 261). Thurstone later updated his definition by clarifying affect as positive or negative. Gagne (1985) defined attitudes as "an internal state that influences (moderates) the choices of personal action made by the individual" (p. 63).

Although total consensus on a definition is lacking, there is substantial agreement that an attitude is: evaluative, directed at an object or groups of objects, and affect for or against is a critical component (Eiser and van der Pligt, 1988; Mueller, 1986; Thurstone, 1931).

Behaviour and Attitude

One controversial component in definitions of attitude concerns behaviour. Some authors include an experiential component in their definitions suggesting ownership of a particular attitude may predispose or influence one to act in a predictable manner (Allport, 1967; Palmerino, Langer & McGillis, 1984). Fishbein (1967) defined attitudes as "learned predispositions to respond to an object or class of objects in a favorable or unfavorable way" (p. 257). Zimbardo, Ebbeson & Maslach (1977) conceptualized attitude into three components: cognition is beliefs or factual knowledge of an object or person, affect

is the evaluation, liking or emotional response to an object or person, and behavioural is the overt action directed toward an object or person. Attitude contains a cognitive, affective, and "tendency-to-act" component (Reich & Adcock; 1976, p. 129). Ajzen (1988) supports the three components of the definition of attitude and added that although behavioural consistency is not always to be expected, without some consistency of response there is no evidence of stable traits or attitudes. These theorists include the component of influence of attitude on behaviour and further suggested that attitudes can be formulated, expressed, measured, or changed in three ways. Ajzen (1988) cautioned that behavioural consistency can not always be expected.

Many psychologists take the view that a concept such as attitude is best viewed as an 'intervening' or 'mediating' variable; it cannot be observed but is assumed to exist (Zimbardo et al., 1977). They regarded attitudes as "internal, private events whose existence we infer from our own introspection or from some form of behavioural evidence when they are expressed overtly in word or deed" (p. 20). For example, because one is observed voting several times, one may say he has a positive attitude toward the candidate or party.

This conceptualization relating to the behavioural experience, predictability and influence or the "tendency to behave" are not accepted by all (Gagne, 1985; Mueller, 1986). Mueller viewed behaviour and attitude as separate psychological phenomena, and cautioned that although both may be highly related, the relationship may not always be so and should not be expected to be. Gagne (1985) stated attitudes do

not determine particular actions; but did agree the presence of an attitude may make certain actions more or less probable.

Value and Attitude

Rokeach (1973) defined a value is as an "enduring belief that a specific mode of conduct or end state of existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence" (p. 5). Values are generally perceived to be more permanent and resistant to change, and have a direct or indirect causal influence on both behaviours and attitudes (Mueller, 1986). A considerable amount of research, however, has been done on attitude change which does not link the values and attitudes to behaviour (Reich & Adcock, 1976). The link between the three should not be discarded as attitude is inferred from the behaviour but a causal factor between attitude and behaviour cannot be guaranteed. They believed more research was needed to demonstrate that attitude change had implications for subsequent behaviour (p.12 - 13).

It appears that values and attitudes have interpersonal consistency and are persistent over time (Mueller, 1986). Reich & Adcock (1976) stated values are more central to our person than are attitudes and are not concerned with specific objects. They also believe it is easier to predict from intentional behaviour what attitudes and values are towards an object than to predict specific behaviour by knowing values and attitudes.

Based on these definitions, attitudes cannot be created nor developed in isolation or internally. We are not born with attitudes, nor are they attributed to physiological maturation. Attitudes are not simply acquired nor are they likely to change whimsically. Attitudes

are learned and we seem to NEED them as we all have them whether or not we can articulate them. They seem to be a fixed quality; enduring rather than temporary (Reich & Adcock, 1978). Attitudes, values, behavioural tendencies are acquired gradually as we grow and develop (Zimbardo et al., 1977).

Background information and ideas relating to influence and attitude formation can be found in three disciplines: anthropology, sociology and psychology. Anthropologists, by focusing on various cultural norms, may influence and persuade the membership to adopt, maintain or resist certain ideas. Certain attitudes and values may be so widely accepted in a given society that they are virtually truisms for all members. Sociologists focus on processes of power of influential groups within societal groups. The power and impact of important and influencing groups such as the family, colleagues and social groups define parameters of what is "right" and "in". Many studies have focused on the power or influence wielded by certain groups such as gangs or other "subcultures". The third behavioural focus, possibly the most influential and possessing most of the answers, is the psychologist with attention directed at the individual. In order to begin determining how an individual behaves, the psychologist will investigate the internal characteristics, motives or causes but also inquire about the outside forces of pressure, environmental stresses or social norms to assist in understanding or predicting behaviour. Attitudes are learned, enduring and general, therefore implying they exist inside a person -- internally established or driven -- and exert some control over overt behaviour (Zimbardo et al., 1977).

The attitude change process cannot be ignored, since it is so much a part of every human's life. We, as human beings, influence others and, in turn, are influenced by others. Zimbardo et al. (1977) cite the case of Patty Hearst and reference her throughout their book on various aspects of the topic of influence (captive, collaborator and comrade). Social psychologists attempt to make sense of behaviours, explain actions and wonder why certain behaviour patterns work and others do not, and how it is possible to predict one's own and another's reactions. Zimbardo et al. (1977) believed human behaviour was influenced by:

1) relationships with other people including anticipated future interactions with them,
2) roles expectations and interactions we have, and
3) by past interactions with others (p. 9).

What attitudes we have for certain groups are based in these three discipline's approaches and may be life-long in their achievement. How we respond -- affectively, cognitively and behaviourally -- is a product of these influences (Zimbardo et al., 1977). How we respond to our subgroups of our society depends upon our socialization to the subgroup. Positive experiences will more likely facilitate positive experiences and the opposite is also likely correct.

The context within which the attitude is expressed, and thus, potentially measured, is important and, is missing from the discussion (Fishbein & Ajzen, 1975; Palmerino et al., 1984). An attitude towards an object may change depending upon the context within which it was expressed. In this study, the context was found in the commitment between parent and adult child. The study attempted to determine any similarities or differences between personal attitudes expressed and

perceived attitudes of the other member of the dyad. Identification of beliefs middle-aged adults have concerning aging in general, and more specifically, role transitions likely to occur in the elderly was the focus of this study. The definitions have been stated. All three of the components (affective, cognitive and behavioural) have been included in the operational definition of attitude, and have been integrated into the instrumentation used for data collection. Questionnaire items developed for the study reflected all three of the components included in the operational definition. Affect and cognition were measured by responses to questions. Intended behaviour was measured by the expressed attitudinal response to an item. Behaviour should not, and did not in this study, suggest future behaviour can or should be judged as predetermined.

In summary, the definition adopted for this study expressed a correlation between how the attitude can be measured (cognitively, affectively and behaviourally) but assurances or guarantees that it WILL (or that causation can be determined) occur was not intended. This study sought predictions of self and another's attitudes towards future role transitions and aging. There are likely many variables that could influence either participant in an actual event. The intent was to explore how each member of the parent-child dyad felt he or she "tended-to-act or felt" in managing these role transitions and related issues for their parents or themselves now or in the future.

Role Transitions in Later Life

The life events focused on in this study are the life events adults usually expect in late adulthood. Normative events, such as marriage

and birth of children are biologically and environmentally influenced and correlated with chronological age or historical time. Nonnormative life-events, including divorce, wars and famine, cannot be directly related to time and do not happen to everyone. The relationship among these influences is dynamic and reciprocal: they are continually changing and each influence and effect one another (Hultsch and Deutsch, 1981). These events cause changes in interpersonal networks and support systems often necessitating adaptations in order to help the person cope. These changes often are, unfortunately, correlated with stress and losses as individuals age but need not lead ultimately to negative consequences (George, 1980).

George (1980) categorized role transitions in later life into three categories. The first, the world of work, focused on retirement. The second category, the world of the family, included relinquishing of parental roles, and adding the roles of grandparenthood, widowhood and remarriage. The third category, residential relocation, may include institutionalization, moving to senior citizen residences, or remaining self-reliant. Each category will be discussed individually.

Retirement

Work is a significant part of the adult life cycle for most people. In the ideal world, the culmination of a productive and fruitful adulthood of work is the opportunity to retire. This work stoppage often is an adaptive challenge for older individuals.

In their classic study, Friedmann and Havighurst (1954) developed a five-part typology of the meanings of work: source of income, source of status and identity, provision of routine and social interaction, a mode of self-expression of value and, lastly, an expression of one's

accomplishments. Although research on attitudes towards retirement by retirees has generally been positive, in part, due to preretirement planning (Kell & Patton, 1978; Streib & Schneider, 1971) each of these five areas are potential for stress and concern (Atchley, 1982; George, 1980). If retirement has been planned for, is voluntary, and is envisioned as more desirable than working, the adjustment has been less than for those who enjoyed their work and were forced to retire (Barfield & Morgan, 1974). Fox (1977) found higher levels of life satisfaction and retirement seemed directly attributable to income.

Gender and marital issues are important as one's spouse is a major source of support. George & Maddox (1977) reported that married men showed significantly higher levels of life satisfaction during retirement than their unmarried peers. Fox (1977) reported that retired women showed less life satisfaction than working women. Concern with retirement-related issues was reported high at the time of adjustment but was less of a concern as the interval of time from stopping work increased (George, 1980).

Ford and Sinclair (1987) have criticized our society for depriving the aged of authority and worth while continuing to judge them with work related terms of achievement and competition. Although this is a problem of both genders, it is particularly detrimental to women who already have a disadvantaged positions in terms of status, power and rewards (Ford & Sinclair, 1987). As the numbers of women employed outside the home increases, more will be advantaged by pension plans and retirement planning, but they remain a neglected minority in research. When data collecting, one respondent commented to me: "My husband retired, I didn't. You can't retire from housework!" Retirement

is viewed by some women as a male issue. Poverty and aging women will continue to be a major issue with the projected increase in the number of older women in our society.

Actual studies relating to children's perceptions of their parent's retirement have not been located. It is uncertain or unknown if adult children have the same or similar attitude towards retirement as their parents. It is also unclear if the children are aware of the views of their parents.

Family

Transitions in the world of the family as cited by George (1980) include relinquishing of parental roles, grandparenthood, widowhood and remarriage. Remarriage and divorce, while present, does effect only a few: less than two percent of the marriages performed yearly involve individuals over 65 (George, 1980). Remnet (1987) found divorce of aging parents to be very difficult and emotionally draining for all involved. Again, the statistics indicate only limited numbers are involved. However, it is appreciated these areas would benefit from further exploration and research as they may, in fact, be neglected transitions. The relinquishing of parental roles, often referred to as the "empty nest", seems less of a concern to women as adjustments have been made by the majority by the time the last child has left (Santrock, 1986). Many women work outside the home and are often relieved to be free of responsibility (Newman & Newman, 1984). The transitions of grandparenthood and widowhood will be the focus in this study.

The issue of widowhood is always difficult and although it may be anticipated, it can never be well planned for. Issues of living alone and loneliness are of great concern to both members of the dyad. The issues

of living alone will be addressed under the category of residential relocation.

Grandparenthood is of growing interest and concern in the 1990's. As the culmination of parenting, grandparenting is generally perceived as positive in old age but, the role of grandparenthood is not well defined and the meaning may vary from one generation to another (Bengtson, 1973; Erikson et al., 1986). Grandparents may be perceived to play a symbolic role of "traditionally being there", a "watchdog", an arbitrator or an interpreter of the past (Bengtson, 1985). With the ages of grandparents potentially ranging from 30 to over 100 and grandchildren from newborn to retirees, a wide variety of grandparenting styles, characteristics and activities of the membership should be expected. Cultural and ethnicity will also likely effect or influence how the grandparent role is played and interpreted. Intra-individual differences also exist and with normative guidelines concerning relationships and roles so few and vague, individuals are free to pursue the style of relationship they find most comfortable (George, 1980; Neugarten & Weinstein, 1964).

Studies to date have related, primarily, to the style of grandparenting and grandparent-grandchild interaction (Neugarten & Weinstein, 1964; Robertson, 1977). Because of the heterogeneity among the membership, behaviours vary and may be misunderstood or misinterpreted.

The original family structure may change due to such changes as divorce or choosing an alternative life styles such as single parenthood. Marital breakdown is likely to have long range effects on the relationships of grandparents and grandchildren and certainly with the

divorced daughter/son-in-laws. Other life style choices such as childbearing later in the adult life lessens the potential of offering aging parents the opportunity of becoming grandparents. It also decreases the chance of ensuring grandparents for our children and personal likelihood of becoming a grandparent.

The issues surrounding grandparenthood have received little research energy. More study is needed to obtain more generalizable and reliable data to enhance our understanding of the dynamic role of grandparenthood in our changing society. Bengtson (1985) suggested that perhaps grandparenthood is misunderstood, and the role and the expectations of intergenerational relationships and issues need more clarification.

Residential Relocation and Institutionalization

The issues relating to place of residence for the elderly included living alone, age-segrated housing, in community moves, distance moves and institutionalization. There were expressed concerns relating to the parents living alone identified by both the adult child and the parents.

Carp's (1975; 1984) longitudinal study documented the initial choice of age-segrated housing continued to be preferred choice eight years later. Adjustment to new housing seemed positively correlated to income, education, social characteristics of the new environment and the voluntary nature of the move (George, 1980). Schooler (1970) found that environmental effects such as pleasantness and size of accommodation were more powerful in explaining choices concerning residence than were the social relationships attached to the location. Rosow (1967) reported, however, that the elderly often have strong community ties and are reluctant to leave their family and their roots

even if their present housing no longer meets their needs. The concerns and needs of the elderly relating their place of residence would benefit from more current exploration and study.

The need to be independent is a major focus for the elderly. Independence is perceived as an expectation and a right. As one ages, and the age-related health concerns increase, this may no longer be optimal or even a reality. Older people view institutionalization with resignation and dread because entrance necessitates forfeiture of personal independence and privacy and disruption of established behaviour patterns and social relationships (George, 1980). Adult children may mistake or mismanage these situations by usurping authority or power over the parent, as in role reversal, causing intergenerational conflict. The area of institutionalization of the elderly is a difficult and emotional issue for both parties. Many adult children would benefit from assistance in order to make informed decisions based on knowledge rather than emotion in times of crisis.

Widows are increasingly choosing to live alone (Chevan & Korson, 1972). If they choose to live with another, they usually choose to live with their dependent children (Lopata, 1971). In a study of Chicago-area widows, Lopata (1980) reported the following reasons for living alone: independence, privacy, control and spatial rights. These widows expressed concern that contact with adult children and grandchildren posed potential conflict. The widows expected to disapprove of many of their children's actions and decisions relating to money, organization of time and work, and issues concerning the grandchildren (Lopata, 1980).

Place of residence -- the dread of institutionalization -- living alone are major issues for the elderly. The elderly's need to be

independent is well known. Their fear of forfeiture of freedom by institutionalization is a very real concern as is the concern of potential conflict if they live with a family member. It is uncertain if middle-aged children are aware of their parent's feelings and emotions concerning where they live. Further study is needed to determine whether or not the issues cited are universal.

Adaptation to Transition

Life transitions are often anticipated with a collage of mixed emotions ranging from great joy and relief to sadness and regret. How adults feel about these transitions and how well they plan and prepare for them will effect their ability to cope. Events such as retirement and grandparenthood, which are often anticipated positively and planned for, can still be stressful. Voluntary retirement is often of less concern than mandatory retirement due to the lack of financial concerns. Grandparenthood is generally perceived as joyful, but since it arrives simultaneously with the loss of active parenting, it may still be perceived as a loss. For some events, such as the unanticipated or unexpected loss of a mate, there can never be enough, or adequate, preparation.

Golan (1981) summarized the following five characteristics of transitions: they may be sudden and dramatic or gradual and unobtrusive; they may differ in content and scope; they may vary in impact on the individual's total life experience; they always involves transformation and change and lastly; they will require a period of adaptation both for the individual and the social environment in which the person interacts. Schlossberg's (1984) definition of transition supported Golan's characteristics but added that the transition may

involve subtle changes or have the "sleeper effect" and, thus, may remain unnoticed or cumulative in effect. Golan stressed that the perception of the change was the prime focus, not the change itself.

These events are definitely significant, critical and often stressful. They will personally effect the individual but will also effect their supporters, whether family or friends. The attributes of the event will be effected by the nature of the event and the character of the individual involved. Timing in relation to age-relatedness and sequencing of other events in addition to choice or chance will influence the handling or management of each transition encountered (Neugarten, 1968). The process of adaptation aids in managing transitions. An individual who has a healthy perspective of living and aging, is better able to resolve transitions positively.

In summary, individuals assume a variety of roles throughout their life-span. The personal choices as well as the chances of life will dictate which events or roles are adopted and which will be avoided or not achieved. The entry or exit from various roles are contingent on biological time frames as well as changing social, political and economic conditions. In the later years of life, some role changes or transitions that are likely to require adjustment include retirement from work and related financial concerns, grandparenthood, widowhood and related loneliness, and residential relocation. Because of longevity, the elderly will likely be subjected to more biophysical and psychosocial changes and losses with advancing years.

The remainder of this chapter will focus on related theory and research which address the research questions concerning similarities and differences of the perceptions of role transitions of adult children

and their aging parents. The chapter will conclude with a discussion concerning the items generated for the questionnaire.

The major content areas to be addressed will be divided into the four categories: intergenerational issues between middle-aged children and their parents, socialization to aging, attitudes of the adult children concerning expected role transitions for the elderly, and attitudes of the aging parents concerning expected role transitions for the elderly. The related items formulated for inclusion in the questionnaire will then, be addressed.

Intergenerational Issues

The statistics indicate women are living longer and out numbering men increasingly with each passing decade. The changes which women experience with role transitions characteristic of later life have not received scientific attention proportionate to women's domination of the aging population. Issues concerning women and their aging process are of great importance now and will continue to be of importance in the future.

The importance of the role of adult children in the lives of the elderly has been well documented by gerontological research (Archbold, 1980; Bromberg, 1983). Adult children play an important role in providing help to their elderly parents (Cicirelli, 1981; Kahana, 1982). Aging parents turn initially to their offspring for assistance (Brody, 1977; Neugarten, 1975; Shanas, 1979; Troll, 1971). Tobin and Kulps (1980) reported that the family member's affection and support was crucial to providing security for the elderly. Troll (1971) wrote that family ties were the last social stronghold to which the elderly adhere.

Various studies reported that individual family members, often the adult children, continue to be perceived as the greatest resource or support for older people in meeting financial, emotional, social or health care needs (Seelbach & Hansen, 1980).

Despite this continuing importance of the family support systems for the elderly, Treas (1977) reported historical changes have created new constraints on families in caring for their elderly. The number of the aged, especially people 80 and over, have increased simultaneously with a reduction in the numbers of descendants available to care for them. In addition, women's work roles outside the home may compete with traditional obligations towards parents. In summary, kin resources are readily becoming overextended. Also, adult children may not have the resources needed to help their parents (Cicirelli, 1981). The role as helpers for parents needs clarification as adult children may not have the necessary resources or skills to give sufficient help. Resources -- economically or socially -- available may be insufficient, decreased or nonexistent to meet the demands.

Parent and Adult Child Relationships

Relationships between adult children and their parents are generally supportive. Cicirelli's (1981) study indicated 87% of adult children felt close or very close to their elderly fathers while 91% felt the same closeness to their mothers. Although he reported daughters indicated closer ties with their parents, generally, adult children gained satisfaction from relationships with their parents and reported positive relationships. Troll & Bengtson (1982) found the females had stronger kinship ties and reported more affection for family members than did the males.

A high degree of attachment was reported by both parents and children (Troll & Bengtson, 1981). The adult child who is more attached to the parent will have greater residential proximity than a less attached child in the same situation (Cicirelli, 1983). He further reported that 78% to 90% of older people with living children saw their children once a week or more often and were in contact with telephone at about the same frequency. In her review of more than 25 studies on residential proximity, Troll (1971) found the elderly preferred geographic proximity to their adult children and cited frequent contact.

The commitment to each other was positively expressed as a mutual helping relationship that continued throughout life (Bengtson, 1979; Troll et al., 1979). Wentowski (1981), in a two-year study of 50 older people, reported the reciprocity had great personal significance for preserving the self-esteem of older people. Filial maturity or responsibility permitted the parent to be regarded by his adult child as an independent adult with personal needs and goals beyond that of parent (Blenkner, 1965).

Intergenerational Stresses or Conflicts

Alam (1978) reported that both the lay public and social scientists agreed communication and decision making are areas of conflict in relationships between adult children and their parents. Problematic areas were perceived due to be differences in values, attitudes, habits, or behaviours. Bengtson (1973) reported the role expectations of middle-aged adults and their aging parents are not clearly defined (Bengtson, 1973). In addition, the roles and responsibilities of middle-aged adults are numerous (Rice, 1986). Changing family structure, for reasons such as divorce or single

parenthood, further add to the stress and roles of the adult child and effect the permanence of supporters including grandparents. The felt obligation, or need, to support divorced children is likely to alter the opportunity of interacting with former son/daughter-in-law and, potentially, the grandchildren (Johnson, 1985).

Conversely, aging parents, knowing how busy their adult children are, may not solicit the help they require. Adult children often are unwilling to sacrifice their own needs (and sometimes the needs of their own children) for their parents. Under the pressure of time and other constraints, adult children may not take the time necessary to intervene or assist their parents or, may take over or usurp authority as in role reversal. The Andrus study concluded the parents desired more services from their adult children in an imagined future time of need than their children felt committed to provide (Cicirelli, 1981). Cicirelli (1981) also reported adult children were somewhat less likely to share intimate details of their lives or consult in important decision making with their parents. Bengtson (1979b) pointed out that some parents seemed to feel closer to their children than the children did in turn. Further exploration is needed to determine areas of commonality or agreement and areas of reciprocal support.

Major reasons given for helping parents included a sense of duty and obligation transmitted by culture (Troll et al., 1979). They also found parental morale suffered when children failed to meet parental expectations. The difficulty adult children have with multiplicity of roles and the accompanying responsibilities has long term effects in their care and support of their elderly. Treas (1977) encouraged

expansion of social programs to help relieve these children of the duty to support and care for their parents.

Socialization to Aging

Socialization prepares individuals for facing problematic situations by helping them identify and acquire appropriate behaviours and skills needed to implement those behaviours. Coping strategies reflect the attitude and skills gained through socialization (George, 1980). However, neither older adults nor their adult children have been socialized to cope optimally with the intergenerational issues involved with increased longevity, fewer caregivers, and the increasing numbers of women in the work place (Shanas, 1980). Stress is increasing in the family as is documented by the increased number of calls for assistance at health centers (Alam, 1978). Social supports are underdeveloped or overused (Kuypers & Bengtson, 1983). Although our society is obviously graying, strategies are lacking to assist family functioning (Getzel, 1981). Rosow (1974) stated the transition to old age is a special problem in adult socialization. One factor is the lack of clear guidelines by which to teach and evaluate behavioural conformity and the lack of opportunity for role rehearsal because aging is so indefinite and unpredictable.

Many have reported the inadequacies of adult children's preparation to cope with parent-caring responsibilities (Alam, 1978; Archbold, 1980; Cantor, 1983). Rosow (1974) found that neither the older parent nor the adult child was prepared to accept a shift in role. Both found the change or reversal in role difficult and conflicting. Gelfand, Olsen, and Block (1980) concurred the adult children were

poorly prepared to provide support to aging parents, and anticipatory preparation would likely be positively received. One difficulty perceived was the imposition of this role on an adult child. Horowitz (1982) found that if the caring role was accepted by the adult child, then greater commitment to extensive and significant care, if the need arose, was shown. Educational programs planned or proposed for potential care givers need to motivate and support those attending, provide information perceived by them as valuable and reduce other barriers to nonattendance (Merriam, 1978). Programs facilitating adults learning about human development and aging will likely also provide knowledge and additional coping strategies for application when interacting with a graying nation.

Adult Children's Expectations

The perceptions of adult children and their parents may vary concerning role transitions for the elderly. Transitions that can be planned for or anticipated, such as retirement and grandparenthood, may be believed to be desirable by one but not by the other. Retirement may be perceived as enviable by the adult child but dreaded due to financial concerns by the elderly. Equally, the younger adult may envision retirement as a useless waste of potential earning time.

Transitional situations such as widowhood or institutionalization, although possibly anticipated, can never be well planned for and are stressful for all involved. Adult parents, who previously have known autonomy and independence, turn to their children for support. Adult children are often, for the first time, seeing their parents as vulnerable, frail and dependent. Possibly, for the first time, adult children are

likely giving more to their parents than they receive (Cicirelli, 1981). The needs of aging dependent parents may result in stresses on the adult children providing care and support (Robinson & Thurnher, 1979; Troll et al., 1979).

The timing of significant events appears to be crucial in coping with them. Events occurring as expected, or "on time", although difficult, are managed more effectively than events occurring at an unusual or unique time (Neugarten, 1965). The death of an aged parent may be easier to cope with than a death at 50. Acceptance of the role of grandparent can be denied if the recipient perceives they are too young (Neugarten, 1965).

In a society where youth is perceived as desirable and beautiful, middle-aged and older adults may demonstrate some reluctance to deal with the graying of the nation. If positive aging role models are lacking, younger adults may acquire unrealistic expectations concerning aging and may choose not to plan appropriately for the future. If change is perceived as a deficit, anxiety and further problems may result. Increased knowledge and elimination of stereotypical responses and beliefs are needed to improve the socialization to aging and the aged. A greater understanding of aging is needed to balance the emphasis of the aged on self-reliance and society's perception that elderly are too dependent.

The Elderly's Expectations

Older people typically value their independence and dislike being dependent upon others, especially impersonal organizations outside the family (Cicirelli, 1981). Blenkner (1969) considered the normal

dependencies of old age as economic, physical or mental health deterioration and loss of social roles, status or power. The abilities of older people to cope with transitions are linked to these dependencies. Poor or failing health and financial concern or poverty are great stresses for our society that are likely to increase with further population growth in the aged category. Add to this the despair of perceived worthlessness or low personal status, and a nonenviable situation results.

If the elderly have, however, successfully met Erikson's (1963) stage entitled Integrity versus Despair, their life review should reflect a positivism and optimism. An acceptable health and financial status will further facilitate this adaptation. To live in a society that appreciates the wealth of knowledge and experience of the older adult is an additional strength and contributor to the elderly's well being.

The perceptions the elderly have of a transition often improve after having successfully coped with the change. For example, issues relating to preretirement often were cited as stressful because of the unknowns -- living on a fixed income and managing empty time but, the attitudes are often more positive once adjustments to the changes have been made. Financial concerns were often commented upon during data collection. Many of the respondents cited difficulty planning for retirement but now enjoy it because the unknowns have been defined.

The perceived pleasure or happiness correlated with the transition is important. Most older people find grandparenthood delightful, even if tiring. Voluntary retirement that is free of economic worry is envisioned as more desirable than working.

The timing of predictable life events appears to be crucial to the adult's ability to cope with them. If events occur as expected, or "on time", adults appear to take them in stride even though they may experience temporary psychological disturbance in comparison to events that occur at an unusual or unique time (Neugarten, 1965). The death of an aged parent or retirement may be expected and, thus, coped with whereas, being fired at 50 years, grandparenthood in one's thirties or managing the death of a youngster has increased psychological trauma.

In conclusion, there are many intergenerational issues that are important in the relationship between adult children and their parents. Some issues are problematic and others are unknown as to the perceptions each have of the other. This study will focus on the three transitions of retirement, grandparenthood and place of residence. Other areas explored relate to attitudes towards aging, issues of agreement and expectations of support. The questionnaire developed to explore issues relating to three transitions and related areas of interest between the membership of the dyads will now be addressed.

Questionnaire Development

Because a standardized or normed questionnaire relating to role transition could not be located, an instrument was developed. The thirty items formulated emphasize transitions in later life and relevant issues relating to aging which have been shown in the literature to impact upon relationships between aging parents and their adult children. Each item included in the questionnaire represented an issue concerning a transition where the attitudes of the adult children and their parents

were documented in the literature as potentially different. The individual, numbered items can be found in Appendix 1.

Each item, individually, represented an issue of potential variance in attitude between adult children and their parents. Some of the items related directly to the selected role transitions, others related to issues of stereotyping and generalizations of the elderly as related to role transitions. Although each item was individually tabulated, each item was included in, minimally, one inventory or scale. Whether analyzed individually or collectively, the same Likert-type scale was used. The answers given on the scale indicated agreement or disagreement for each of the items.

Inventories

Six short inventories were determined: three focused on specific role transitions of retirement (work), grandparenthood (family) and place of residence including living alone, and three related to relevant and meaningful areas of interest: aging, issues of intergenerational agreement and expectations of support.

The six inventories are:

1. Attitudes Towards Retirement Inventory,
2. Attitudes Towards Grandparenthood Inventory,
3. Place of Residence Inventory,
4. Inventory on Attitudes Towards the Aged,
5. Expectations of Attitude Agreement Inventory, and
6. Expectations of Support Between Family Members Inventory.

The number of items in each inventory is not equal: The range is from three to eleven items. Each individual, itemized inventory will be briefly discussed.

A. Attitudes Towards Retirement Inventory

Items 1, 2 and 3 on the questionnaire related to retirement (Appendix 1). The content included anticipated positivism towards and pleasure with retirement.

B. Attitudes Towards Grandparenthood Inventory

The questions 4, 5, 6, 8 and 28 related to the perceived and expected role of grandparent (Appendix 1). Items included focused on spending time with, and child care of, grandchildren, the role of grandparent and agreement on decisions made concerning the grandchildren.

C. Place of Residence Inventory

Items 9, 10, 18, 19, 20, 23, and 27 related to place of residence and included topics such as living alone, older people's need for independence, institutionalization, and age-segrated housing (See Appendix 1).

D. Inventory on Attitudes Towards the Aged

Items relating to stereotypical responses or generalizations influencing or expressing attitudes toward the aged included in the questionnaire were: 16, 17, 18, 22, 23, 24, 25 and 26 (Appendix 1).

Some topics included in the selected items related to power, influence, competence and segregation of older people.

E. Expectations of Attitude Agreement Inventory

The following items related to agreement in attitudes between adult children and their aging parents concerning selected role transitions and issues of aging: 6, 18, 19, 20, 21, 22, 25, 26, 28, 29 and 30 (Appendix 1). Items selected related to roles in later life, institutionalization, support for living alone, competence, flexibility and interference.

F. Expectations of Support Between Family Members Inventory.

Items 7, 11, 12, 13, 14, 15, 19, 27, 28, 29 and 30 relate to issues of support between the dyad membership including where support comes from within the family, acceptance between members, agreement on finances, living alone, and frequency of contact with immediate family members (Appendix 1).

In conclusion, thirty individual items were formulated to explore attitudinal similarities and differences between adult children and their aging parents. These thirty items were grouped into the following six short inventories: retirement, grandparenthood, place of residence, aging, issues of intergenerational agreement and expectations of support.

Chapter III

METHODOLOGY

The chapter begins with the purpose of the study and a description of the sample and selection technique used followed by a discussion of the development of the research instrument, the pilot study, methodology and treatment of the data.

The purpose of this exploratory study was to compare the attitudinal responses of adult children and their aging parents concerning expected role transitions experienced by the elderly. Each member was asked to answer two sets of questionnaires. The responses were compared in an attempt to answer the two research questions of the study:

1. What are the similarities and differences between how adult children and their aging parents respond to role transitions in the elderly?
2. What are the similarities and differences between how adult children and their aging parents expect each other to respond to role transitions in the elderly?

Sample and Population

The sample was twenty-six dyads of parents and their adult children living in and around Edmonton, Alberta. The aging parent was minimally sixty-five years old, healthy, and living independently at time of data collection. The adult child was middle-aged, employed, and one who anticipated some future responsibility for this parent.

Because this target population was not readily accessible through any formal organization, selection was purposive by the non-probability network sampling technique (Brink & Wood, 1983). The network sampling began by the researcher contacting seven individuals who were believed to be supportive of the research and asking these contacts for names of potential respondents who were known to meet the sample requirements. A variety of contacts were used including a physician in family practice, dentist, parents of a community soccer team, a senior citizen living in an age-segrated apartment building and selected members from a faculty of a School of Nursing. These people began the network by suggesting other potential participants. If more than one referral was suggested, it was recommended that the individuals not know each other. To attempt to limit the bias in this method of selection, personal friends and relatives of the researcher were not solicited to participate but some did provide names of referrals who participated.

Thirty-four contact names of parent-child dyads were suggested through the network; 31 initially agreed to participate in the study. The three who declined were all adult female children who stated they would participate but felt their mothers would not. Any further attempt at recruitment was terminated. Two of the original 31 dyads had personal situations arise that conflicted with their opportunity to obtain and complete the questionnaire within the researcher's time frame. Three other sets were either not returned or returned partially completed (aging parent's questionnaire was received but not the adult child's) and could not be included in the sample. Twenty-six pairs of completed questionnaires were returned to be included in the study.

This represented a return rate of 89.655 % on those who agreed to participate and had received the questionnaires.

A diverse sample population was pursued using the network sampling technique. The researcher sought parents of both genders, age representation in each cited category, a variety of marital statuses, place of residence and socioeconomic status. The researcher also sought adult children of both genders, age representation in each cited category and a variety of marital statuses, and levels of education.

Dyads have been utilized by others in research, but, with different purposes. Schlesinger, Tobin and Kulys (1981) interviewed 50 adult child-parent dyads to study parental well-being and Bromberg (1983) looked at relationships of mother-daughter dyads. Streib (1965) looked at intergenerational issues but not role transitions. Remnet (1987) studied adult children's experiences with transitions in the lives of aging relatives, not only their parents, but data was collected only from the adult children. A study was not found requesting data from both members of the dyad concerning the issue of role transition in the elderly. It was believed that information gained from the parent-child dyads, rather than two groups of unrelated adults, would increase the validity and credibility of this study and, partially justify the type of sample selection.

One study did utilize the network process for sample selection (Remnet, 1985). The network began by contacting former colleagues who were known to personally meet the sample criteria but, with whom the researcher was not currently working closely. Of the original seven, six agreed to personally participate in the study and referred the researcher to the eventual remaining 23 who subsequently volunteered

to be included in the sample of 29 adults of aging parents. To limit inherent bias, Remnet did not solicit current colleagues or personal friends and when participants suggested referrals they were requested to refer only people who did not know one another. The sampling technique resulted in respondents with a range of demographic data. Because the sample size was small and not collected through random means, generalizability was included as a limitation.

Although the sample in this study was believed to be more representative because of the age restriction of the adult children and by the process adopted for the network sampling, generalizability is restricted to individuals or dyads possessing characteristics identical to the sample.

Instrumentation

This section will discuss the development of the questionnaire, design format, pilot study and method of actual data collection.

Questionnaire Development

Because a standardized or normed questionnaire relating to role transition was not located, a questionnaire containing thirty items representing the selected, known role transitions in later life relating to work, family and residential relocation as defined by George (1980) was developed. Each item included in the questionnaire was substantiated in the literature as an issue or concern relating to a role transition. This has been previously discussed in the literature review of chapter II. Each item recorded responses in at least one of the three measurable responses of the definition of attitude -- affective, cognitive and behavioural -- as defined in chapter I.

The questions were reproduced on parallel questionnaires that were administered to each member of the dyad. Although the items appeared in the same sequence on each questionnaire, the order was randomly chosen. Each member of the dyad wrote two questionnaires, both asking the same questions, but asking it from different perspectives. Initially the questions were posed from the writer's own perspective and a second time from the perspective of another -- their parent or child. The four distinct perspectives were:

1. the adult children's self perceptions (CS),
2. the adult children's perceptions of parents (CP),
3. the parent's self perceptions (PS), and
4. the parents' perceptions of their children (PC).

Answers on identical subject matter were compared for similarities and differences between the two members of the dyads. The dual copies of the attitude questionnaire for the aging parent and the adult child are included in Appendix 1 and Appendix 2 respectively.

Subjects were also requested to complete a demographic data sheet. Some of the information requested -- age, place of residence, gender and relationship with the other member in the dyad -- were included to ensure the sample criteria was satisfied. Other demographics aided in determining the representativeness of this study's sample and validate work by others on intergenerational issues. Copies of the personal data questionnaires for the aging parent and adult child are included in Appendix 3 and Appendix 4 respectively.

Design of Questionnaire

The items were presented in the form of a Likert-type scale including the following four options: strongly agree, agree, disagree

and strongly disagree. A neutral or undecided category was not included because of the intent of the study: It was felt respondents needed to commit to a decision of either agreement or disagreement if attitudes were to be determined. The sequencing of the items was identical on all questionnaires although, the order of placement had no significance.

Criteria established by Likert (1967) was used in the development of the items. Some issues relating to the criteria included expressing the question as desired behaviour and not, simply, statements of facts; conciseness, clarity, free of ambiguity, and the wording must be varied to stimulate a range of agree and disagree responses (pp. 90 - 91).

The questionnaire was organized for ease in reading. The printing was double-spaced throughout and terminology was simple, clear and concise for ease in reading, understanding or translating if required. A reminder of instructions was printed on each page to assist the respondent in remembering the focus (self or other) of each particular questionnaire.

Pilot Study

Each item included on the questionnaire was substantiated in the literature as an issue or concern related to role transitions for older people. Each item also related to a subproblem of the study. In addition to the researcher's scrutiny, the items and questionnaire format were reviewed by two committee members. A nurse educator also critiqued the questionnaires for subject matter, appropriateness of questions, clarity and any other concerns with the design.

A small pilot was personally conducted by the researcher on three parent-child dyads who satisfied the sample criteria but were not to be

included in the study. Verbal feedback from the respondents was solicited during and immediately following the writing of the questionnaires to ascertain clarity of expression, understandability, relevance of questions posed and to receive any other contributions offered. Two suggestions were received to reword two items for clarity of expression. No other suggestions or changes were received by the respondents. The respondents indicated the questionnaire was clear in content and format. The answers were not subjected to any data analysis because of the small pilot size.

Method of Data Collection

Data collection began May 30, 1990 immediately following approval of the study by the Department of Adult, Career and Technology Education's Ethics Review Committee and terminated six weeks later when responses from 26 dyads were received. The researcher personally contacted all potential referrals to explain the study and ascertain their willingness to participate. Once participation was obtained, meeting places and times convenient and conducive to the participants were selected. The researcher met with the majority of the respondents in their homes and some in the researcher's home.

A letter describing the purpose of the study accompanied each set of questionnaires (Appendix 5). The letter stated the requisite that both members of the dyad must complete a set of questionnaires before either set could be included in the study. Participating individuals were asked not to discuss the content of the questionnaires or their responses with the other member of their own dyad until after both had written in an attempt to avoid influencing one another.

After reading the letter -- or listening to its content -- a consent form was presented, signed and dated (Appendix 6). The study was thoroughly explained to ensure the participant was informed. The instructions on the consent form included the option for withdrawal and the right to non-completion at any time. Assurances of confidentiality and provision of anonymity were also addressed. Each member of the dyad was asked to record both their own and their partner's birth date on the front of each set of questionnaires. Receipt of two questionnaires with matching dates was the researcher's confirmation of responses from each member of one dyad and provision for anonymity.

The researcher had intended administering the questionnaires personally but due to preferences of some respondents and time restraints of both the researcher and respondents, some of the questionnaires, accompanying letter and consents were delivered to one of the members of the dyad with provisions for their return. The consent was generally signed by the member who received the questionnaires. If the questionnaires were returned by mail, the respondents were supplied with separate stamped envelopes for consent(s) and questionnaires as appropriate or desired to protect their anonymity. The respondent's time commitment for completion of the questionnaires and related paper work was between twenty and thirty minutes.

Data Processing and Analysis

The thirty questionnaire items were grouped into the following six specific inventories. Three inventories related to expected role

transitions in later life and three concerned attitudes towards aging, and agreement and support between members.

The six inventories were:

1. Attitudes Towards Retirement Inventory,
2. Attitudes Towards Grandparenthood Inventory,
3. Place of Residence Inventory,
4. Inventory on Attitudes Towards the Aged,
5. Expectations of Attitude Agreement Inventory, and
6. Expectations of Support Between Family Members Inventory.

The number of items in each inventory was not equal: The range was from three to eleven. The scale provided for answering each of the items was:

SCALE:	SA	A	D	SD
1. STRONGLY AGREE	(4)	(3)	(2)	(1)
2. AGREE				
3. DISAGREE				
4. STRONGLY DISAGREE				

For some questions (3, 5, 9, 17, 18, 20, 23, 24, and 30) the scoring was reversed.	SA	A	D	SD
	(1)	(2)	(3)	(4)

The sum of the values assigned to the responses chosen provided a total score. If the attitude toward the topic in the inventory was positive, the score should be towards the lower limit of that inventory -- a number indicated by the number of items in the inventory. Some of the items, due to their subject content, were included in more than one inventory: eighteen items were used once, nine were used twice, and three were used three times within the six inventories. Each inventory

will be briefly discussed. A completed questionnaire, containing the thirty items, can be found in Appendix 1 or 2.

A. Attitudes Towards Retirement Inventory

The three items included in the inventory were: 1, 2, and 3 (Appendix 1). If retirement was perceived as positive, "strongly agree" or "agree" would be answered in all of the items except item 3 where the scoring was reversed. The range of potential scores was three to twelve: The lower the score, the more positive the perceived attitude towards retirement.

B. Attitudes Towards Grandparenthood Inventory

The questions 4, 5, 6, 8 and 28 related to the perceived and expected role of grandparent (Appendix 1). If the relationship was perceived as positive, and the attitudes were similar between the parents and the grandparents, "strongly agree" or "agree" would be answered in all of the questions except question 5 in which scoring was reversed. The range of scores was five to twenty: Lower scores were perceived to represent positive attitudes towards grandparenthood.

C. Place of Residence Inventory

Items 9, 10, 18, 19, 20, 23, and 27 (Appendix 1) related to place of residence. If the relationship between parent and child was supportive and communicative, attitudes concerning these issues were likely similar, and the parents would be supported to live independently in their own home or place of their own choosing. Agreement, either "strongly agree" or "agree", would be answered in all questions except 9,

18, 20, and 23. The range of scores would be seven to twenty-eight. Lower scores were perceived to represent favorable attitudes concerning the elderly's need for independence and control in their housing.

D. Inventory on Attitudes Towards the Aged

Items relating to stereotypical responses, myths or generalizations concerning socialization to aging and the aged included in the questionnaire were: 16, 17, 18, 22, 23, 24, 25 and 26 (Appendix 1). If the attitudes toward aging and the aged were positive, enlightened, and respectful, responses of "strongly agree" or "agree" would be answered in four questions (16, 22, 25, 26) and "strongly disagree" or "disagree" in four questions (17, 18, 23 and 24). The highest possibly score was 32, the lowest being eight.

E. Expectations of Attitude Agreement Inventory

The following items related to agreement in attitudes between adult children and their aging parents concerning selected role transitions and issues of aging: 6, 18, 19, 20, 21, 22, 25, 26, 28, 29 and 30 (Appendix 1). If one agrees with the content cited in the items, responses selected would be "strongly agree" or "agree" except 18, 20 and 30. The range of scores was eleven to forty-four.

F. Expectations of Support Between Family Members Inventory.

Items 7, 11 to 15, 19, and 27 to 30 (Appendix 1) relate to issues of support between the dyad membership including sources of support within the family, acceptance of family members, agreement on

finances, living alone, and frequency of contact with immediate family members. If support for the aged is positive, all answers should be scored in agreement except item 30. The range of scores is eleven to forty-four.

Data Analysis

The Statistical Package for the Social Sciences (SPSSx) was used for analysis of the data. The demographic data, individual items on each questionnaire and analysis of the inventories will each be addressed.

Demographic data

The demographic data items were tabulated for measures of central tendency: frequency, mode, median, percent and range for both the adult children and the parents.

Individual items

Each individual item was analyzed with descriptive statistics for selected measures of central tendency. All four individual responses were analyzed: the adult children's self perceptions (CS), the adult children's perceptions of parents (CP), the parent's self perceptions (PS), and the parents' perceptions of their children (PC).

Inventories

The responses were grouped into the six inventories and treated with descriptive statistics for measures of central tendency including: mean, median, mode, standard deviation and range. These four comparisons were made:

1. Adult child's and the parent's self perceptions of attitudes (CS and PS);
2. Adult child's self perception and the parent's perception of the child's attitudes (CS and PC); and

3. Parent's self perceptions and the adult child's perception of the parent's attitudes (PS and CP).

Inferential statistics were then employed (dependent t-test) to determine if any differences in the recorded means were statistically significant. Because the t-test was a two-tailed test, and the sample size was small (n = 26), the level of significance was set at 0.01. It must be understood that any generalizations from this study must only be applied to that population of which this sample is representative. This sample was selected by nonrandom methods.

The first research question was answered for each inventory using both descriptive and inferential statistics. Descriptive statistics included various measures of central tendency: mean, median, mode, range and standard deviation. Because of the small sample, some graphs were used to demonstrate the results more effectively.

Inferential statistics employed included the dependent t-test to evaluate the significance of the difference between the recorded means.

The second research question was also answered by the use of descriptive and inferential statistics. Various measures of central tendency were used: mean, median, mode, range and standard deviation. The dependent t-test was also used to evaluate the significance of the difference between these means and standard deviations. Some use of graphs are employed to demonstrate the results more effectively because of the small sample size.

Some demographic data such as gender, marital status and socioeconomic status documented on the personal data questionnaires of both the adult children and their parents were compared and displayed on a graph as to their applicability and relevance to this study.

The expressed attitudes on the six inventories were expected to be scored positively for both members. It was also believed that generally, the perceptions each have of the other will be positive. Some differences were anticipated on the Attitudes Towards Grandparenthood Inventory concerning issues of child care and on the Place of Residence Inventory due to the potential loss of independence and related institutionalization.

It was expected that the adult children's scores would be higher than the scores of the parent's. It was also expected the adult children would score their perceptions of their parents' attitudes higher than either the parents' personal scores or the parents' perceptions of their adult children's scores. If this were to occur, it may have happened because of the younger adults lack of experience with the ideas presented: This was a futuristic study for the younger adults while a reality or actuality for the older adults.

The last three inventories were also expected to show more variation in scores of agreement than the inventories relating to role transitions. Attitudes expressed on the Inventory on Attitudes Towards the Aged, the Agreement Inventory and the Expectations of Support Inventory were expected to be positive for both groups but with the elderly recording slightly higher results. Comparisons of scores of perceptions each have for the other were believed to be more divergent. Again, it was believed the perceptions the elderly had for their adult children would be lower than the perceptions the adult children had for their parents.

The study was guided by the following assumptions and limitations.

ASSUMPTIONS

1. All the respondents understood the questions posed and responded truthfully to them using the definitions of terms supplied.

LIMITATIONS

1. In order to obtain dyads meeting the established criteria, the sample selection was a convenience sample rather than a random sample.
2. The instruments were generated for this study and have not been subjected to any validity or reliability testing. The content of the items, however, were supported by previously conducted research in the area.

In summary, this chapter described the sample, its selection and the development, design, piloting of the research instrument including data collection. Data processing and analysis was discussed as applied to answering the study's two research questions. The chapter concluded with the assumptions and limitations of the study.

Chapter IV

FINDINGS AND ANALYSIS

This chapter addresses the findings and analysis of the study. The demographics of the members of the dyads will initially be summarized followed by the analysis of each of the inventories as applied to the two research questions.

Demographic Data

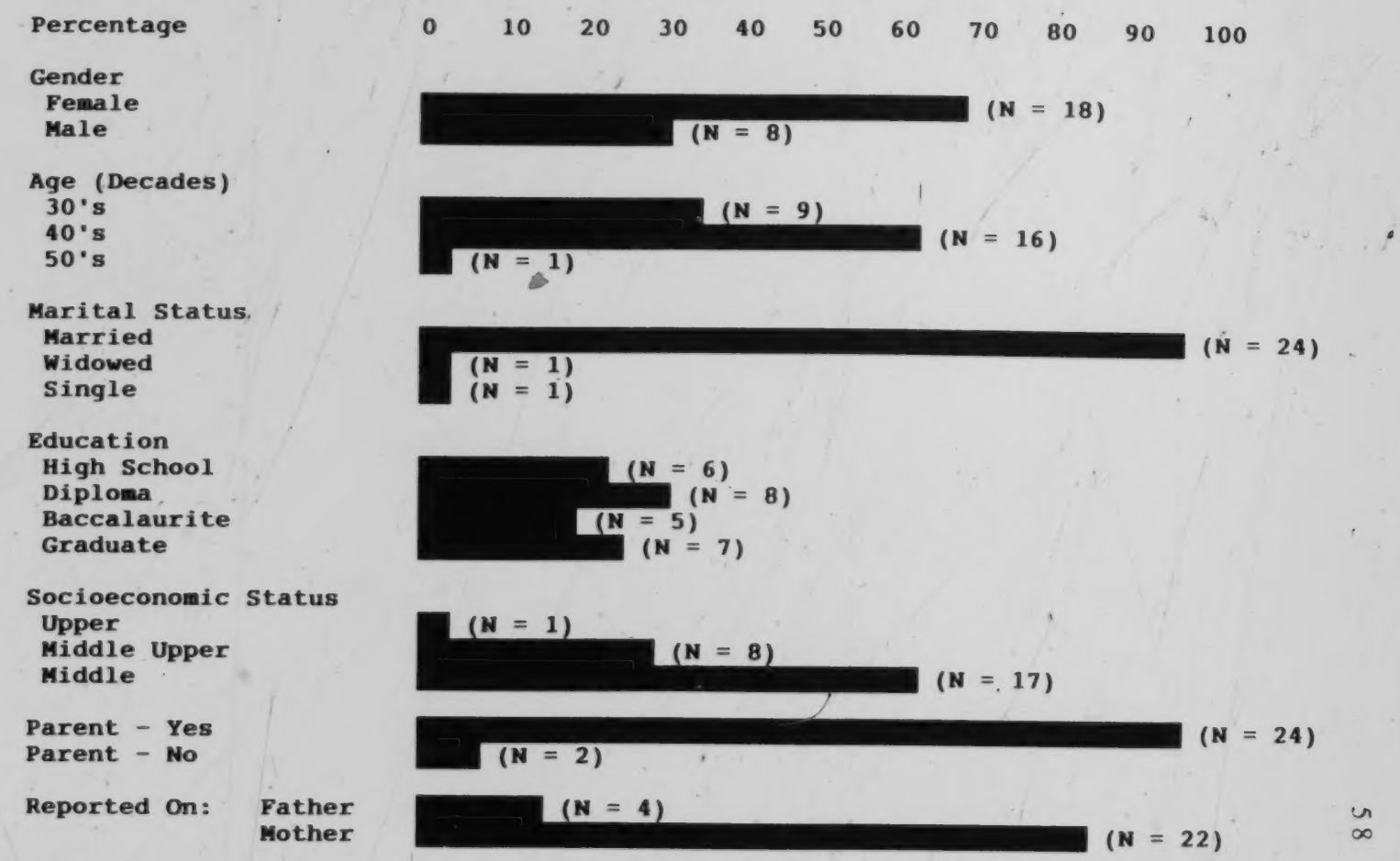
The demographics of the adult children and the parents will be reported. Some noteworthy comparisons are also included.

Adult Child

Of the 26 respondents 69.2% were females of whom 92.3% were married. The majority, 92.3%, were parents and in their forties (61.5%). All recorded education levels at, or greater than, high school: 23.1% with grade 12; 30.8% held a diploma; 19.2% were prepared at the baccalaureate level and 26.9% with graduate preparation. Socioeconomic status was recorded as primarily middle status, 65.4%. Twenty-two children or 84.6% reported on their mother while four or 15.4% reported on their fathers. This data is outlined in Figure 1.

In summary, the adult child was a female, in her forties, married with children, who reported on her mother as the other dyad member. She had better than high school education (likely a diploma) and a socioeconomic status of middle or higher (Figure 1).

FIGURE 1
Demographics of the Adult Children (N = 26)



Aging Parent

Of the twenty-six parents, eighteen were female (84.6%) of whom 100% were grandparents and 46.2% lived alone. The stated marital status was primarily married (53.8%) but with 42.3% widowed and one divorced (3.8%). Ages, recorded in decades were: 34.6% in their sixties; 57.7% in their seventies and 7.7% in their eighties. They recorded the following diverse education levels: 23.1% with grade 9 or less; 19.2% with grade 10; 11.5% with grade 11; 19.2% finished grade 12; 19.2% held a diploma; and 7.7% prepared at the graduate level. Sixty-one percent recorded their socioeconomic status as middle status. Place of residence was most frequently (61.5%) a single house. Almost 70% (69.2%) recorded their daughter as their support while the remaining eight or 30.8% (8) stated support by their son. These findings are recorded in Figure 2.

Figure 3 reports the findings as expressed by the parents when asked how they felt their physical needs were met very well 61.5% (16) and met well 26.9% (7). Financially their needs were met "very well" 57.7% (15) and met "well" 42.3% (11). Their emotional needs were listed as met "very well" 38.5% (10), met "well" 50% (13) and recorded "unsure" 11.5% (3).

In summary, the parent was a married female, a grandparent in her seventies, of middle socioeconomic status and with less than a high school education (Figure 2). Their daughter was listed as their supporter. Physical, financial and emotion needs were well met (Figure 3).

FIGURE 2
Demographics of Parents (N = 26)

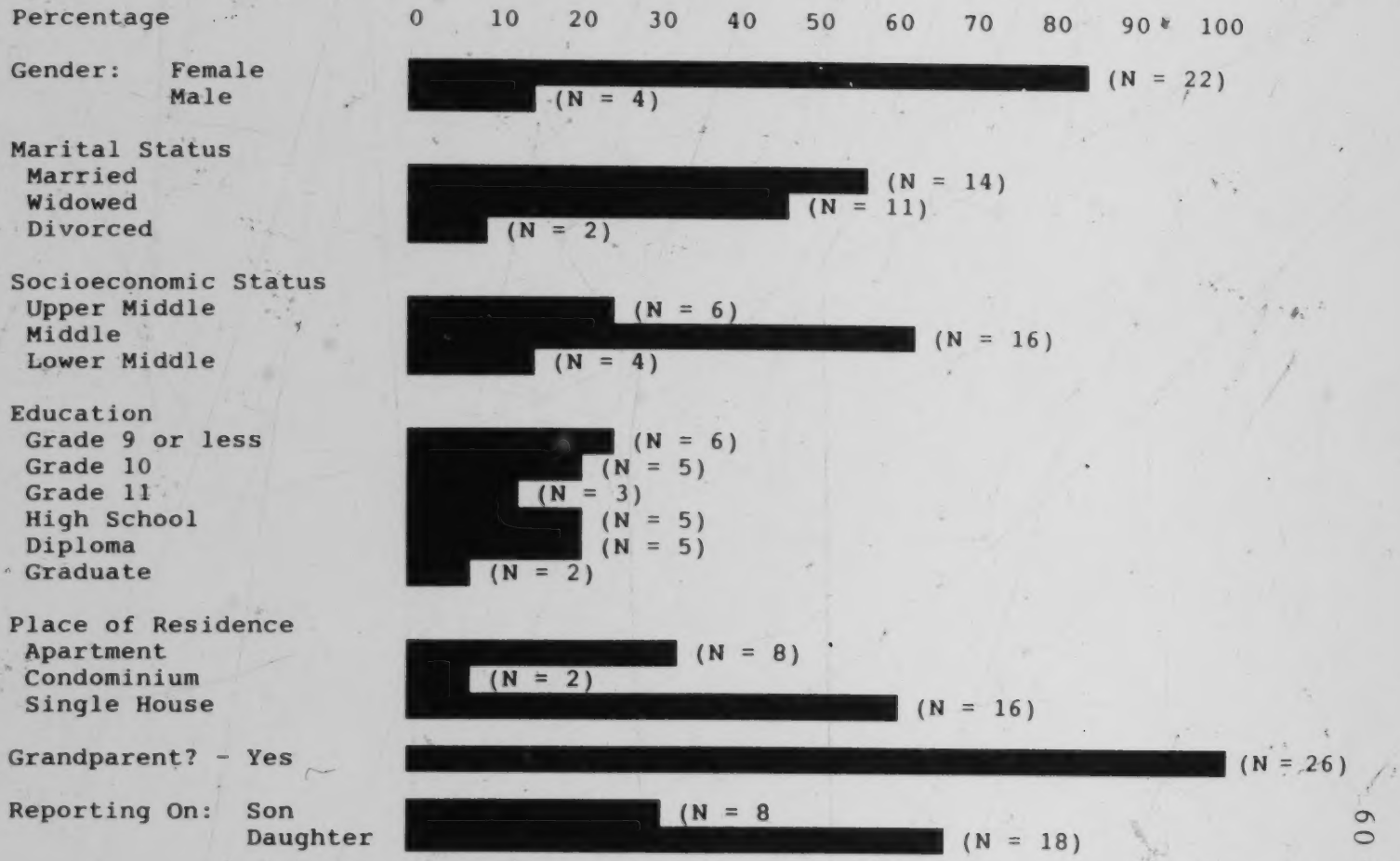
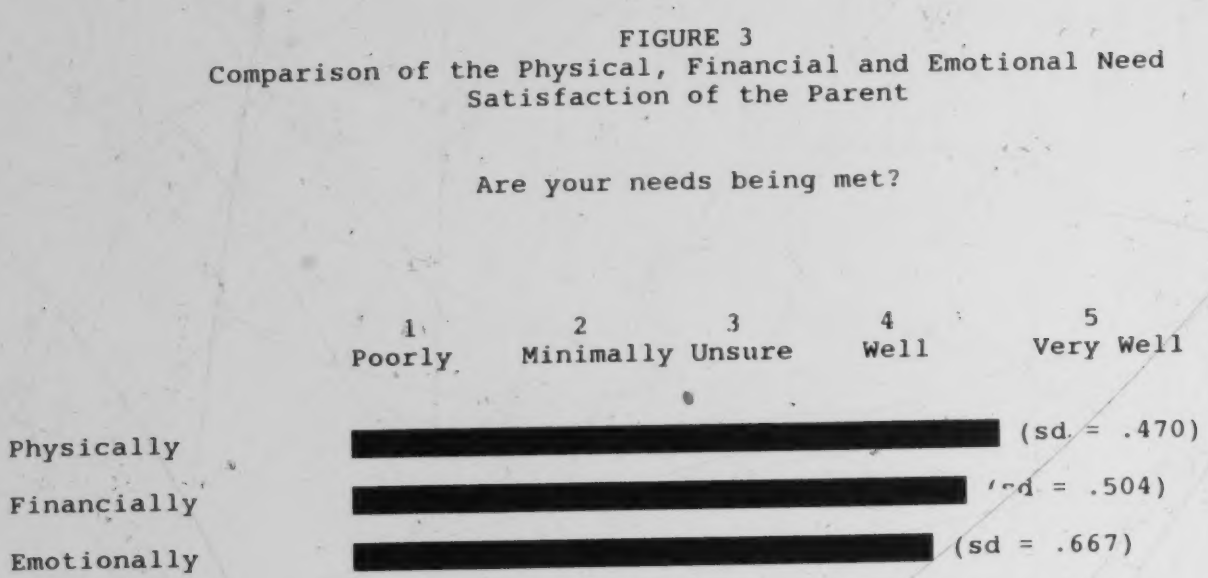


FIGURE 3
Comparison of the Physical, Financial and Emotional Need Satisfaction of the Parent



Comparisons of the Demographic Data

The following comparisons of the dyad membership were observed. The membership was comprised of primarily females: 69.2% of the adult children and 84.6% of the parents (Table 1). Approximately 92% of the adult children responding were married; 53.8% of the responding parents were married. One adult child (3.8%) was widowed; 42.8% of the parents were widowed. No adult children were divorced; one (3.8%) parent was divorced (Table 2). The socioeconomic status (Table 3) of the adult children was slightly higher ($\bar{X}$ = 2.615) than that of the parent ($\bar{X}$ = 2.923).

TABLE 1

Comparison of Gender

	Adult Child		Parent	
	f	%	*f*	%
Female	18	69.2	22	84.6
Male	8	30.8	4	15.4
	n = 26		n = 26	

TABLE 2

Comparison of Marital Status

	Adult Child		Parents	
	f	%	*f*	%
Married	24	92.3	14	53.8
Widowed	1	3.8	11	42.3
Divorced	0	0.0	1	3.8
Single	1	3.8	0	0.0
	n = 26		n = 26	

TABLE 3

Comparison of Socioeconomic Status

	Adult Child		Parent	
	f	%	*f*	%
Upper(1)	1	3.8	0	0.0
Mid.-upper (2)	8	30.8	6	23.1
Middle (3)	17	65.4	16	61.5
Low-mid. (4)	0	0.0	4	15.4
	n = 26		n = 26	
	$\bar{X}$ = 2.615		$\bar{X}$ = 2.923	

TABLE 4

Comparison of Education Level

	Adult Child		Parents	
	f	%	*f*	%
1. Gr. 9 or less	0	0.0	6	23.1
2. Gr. 10	0	0.0	5	19.2
3. Gr. 11	0	0.0	3	11.5
4. Gr. 12	6	23.1	5	19.2
5. Apprentice	0	0.0	0	0.0
6. Diploma	8	30.8	5	19.2
7. Baccal.	5	19.2	0	0.0
8. Grad. Deg.	7	26.9	2	7.7
	n = 26		n = 26	
	$\overline{X}$ = 6.269		$\overline{X}$ = 3.600	
	sd = 1.485		sd = 2.198	
	Range = 4.00		Range = 7.00	

The adult children have a higher education level ($\overline{X}$ = 6.269) than do their parent's ($\overline{X}$ = 3.600) as shown on Table 4. The parent's indicated membership in seven of the eight listed categories (range = 7.00); the adult children have representation only in four (range = 4.00), the the top four of five listed. Neither had representation in group 5, that of apprenticeship.

TABLE 5

Comparison of Age of the Respondents

	Adult Child		Parent	
	f	%	*f*	%
Decades				
20s (1)	0	0.0		
30s (2)	9	34.6		
40s (3)	16	61.5		
50s (4)	1	3.8		
60s (1)			9	34.6
70s (2)			15	57.7
80s (3)			3	7.7
	n = 26		n = 26	
	$\bar{X}$ = 2.692		$\bar{X}$ = 1.731	
	mode = 3.00		mode = 2.00	

The mode for both respondents was the central or middle age category. The adult children mode was 3.00 in a range of 2, 3 or 4; the parent's mode was 2.00 in a range of 1, 2 or 3 (Table 5). The mean for the children is 2.692 suggesting the late thirties, the mean for the parent's was 1.731 indicating an average age of late sixties. Sample selection to find adult children in their thirties with parents over 65 and adult children in their fifties with healthy parents in their eighties was difficult as indicated by the results on Table 5.

TABLE 6

Comparison of Dyad Membership

	Adult Child		Parent	
	f	%	*f*	%
Male	8	30.8	4	15.4
Female	16	69.2	22	84.6
	n = 26		n = 26	

Individual tabulation by reviewing the questionnaires indicated the following results of genders of dyad membership:

two (2) were sons and fathers,
three (2) were daughters and fathers,
six (6) were sons and mothers, and
fifteen (16) were daughters and mothers.
(n = 26)

Although all four possible combinations were included, the majority (61.53%) of the obtained dyads involved only women. Only 7.7% (n = 2) of the dyad membership were solely male, therefore, 92.3% of the dyads included women as minimally one member of the dyad. In this sample, the care of, and commitment to, the elderly seemed, primarily, a role of women. This sample also seemed to support the nation's demographics indicating women outlive and out number men and, thus, are represented more frequently in our population.

First Research Question

What are the similarities and differences between how adult children and their aging parents respond to role transitions in the elderly?

The personal responses of both the parents (PS) and their adult children (CS) were compared on the six inventories. The differences between each group's scored means were analyzed for statistical significance (Table 7). The results of each comparison will be addressed in discussions of each inventory.

Attitudes Towards Retirement Inventory

The difference in results between the adult child's and the parent's personal responses on this inventory was not statistically significant. See "Retire" on Table 7.

The inventory was composed of three items: 1, 2, and 3. Analysis of item 2 (Appendix 1) produced similar means ($CS\bar{X}$ = 1.720; $PS\bar{X}$ = 1.923) and thus, little difference in attitude. The two other items (1 and 3) demonstrated some difference in opinion and each will be discussed. In item 1, both members agreed that the idea of retirement was positive, the parents, however, had responses included in all 4 options including "strongly disagree" as indicated by the maximum (Table 8). In this instance, the parents disagreed more with this statement, are less positively drawn to retirement than are their children. The adult children are more positive about a potential future event than are the parents who currently are, or soon will, be having the experience.

TABLE 7

Comparison of Children's (CS) and Parent's (PS) Personal Scores on Six Inventories (CS and PS) (N = 26)

Variable	Mean	Standard Deviation	(Diff) Mean	Standard Deviation	T Value	Degrees of Freedom	2 Tail Prob.
Retire CS	5.7308	1.430	-0.4615	2.121	-1.11	25	0.278
Retire PS	6.1923	1.625					
Grand CS	10.6154	1.627	0.1923	2.333	0.596	25	0.678
Grand PS	10.4231	1.858					
Home CS	14.0385	1.949	-1.6538	2.697	-3.13	25	0.004
Home PS	15.6923	2.635					
Aged CS	17.1154	2.286	-1.9231	2.560	-3.83	25	0.001
Aged PS	19.0385	2.676					
Attitude CS	21.8077	2.843	-1.2308	3.724	-1.69	25	-0.104
Attitude PS	23.0385	2.919					
Support CS	23.8077	2.728	0.1154	3.456	0.17	25	0.866
Support PS	23.6923	3.082					

TABLE 8

Item 1: RETIREMENT IS SOMETHING TO LOOK FORWARD TO.

n = 26

	$\bar{X}$	sd	maximum	minimum	mode
Children	1.808	.634	3.0	1.0	2.0
Parents	1.962	.774	4.0	1.0	2.0

TABLE 9

Item 3: WORKING IS BETTER THAN RETIREMENT (n = 26)

	$\bar{X}$	sd	maximum	minimum	mode
Children	2.731	.667	4.0	2.0	3.0
Parents	2.600	.764	4.0	1.0	2.0

On Table 9, the adult children have indicated on the scale of 1 to 4 (4 is "strongly disagree") a higher mean and mode. The adult children disagreed more strongly than did their parents on this issue. Parents agreed working was better more frequently than did their children. In this sample, adult children seemed to perceive retirement more positively than did their parents.

Attitudes Towards Grandparenthood Inventory.

The parents indicated a slightly more positive response to grandparenthood issues as addressed in this inventory than did their adult children ("Grand" on Table 7) but the difference was not statistically significant. Data analysis of individual items included in

this inventory indicated item 5 as the best example of higher positivism by the parents ($\bar{X}$ = 2.577) and one with the greatest difference in means recorded by both (Table 10). (The analysis of all items included in this inventory can be found in Appendix 7).

TABLE 10

Item 5: TAKING CARE OF THE GRANDCHILDREN IS AN EXPECTED ROLE FOR GRANDPARENTS (n = 26)

	$\bar{X}$	sd	maximum	minimum	mode
Children	2.692	.788	3.0	1.0	3.0
Parents	2.577	.809	4.0	1.0	3.0

The parents more strongly agreed that child care was an expected role for grandparents than did their children. Some seniors have indicated they felt used by their children (Remnet, 1980). This issue is often contentious between these two generations but the difference was minimal in this study (Table 10). This could be due to the admitted commitment to one another as stated by participation in the study. It may not be so positively or similarity supported in a larger sample, one with greater diversity in variables. Some adult children may, however, have expectations of grandparents to assume care of their children when the grandparents are unwilling.

Expectations of Attitude Agreement Inventory

On this inventory, the adult children's responses were lower ($\bar{X}$ = 21.8077) when compared to the parent's ($\bar{X}$ = 23.0385): The adult children recorded scores in greater agreement of the content than did their parents ("Attitude" on Table 7) but the differences were not statistically significant. Four individual items (18, 20, 22 and 30) will be addressed. Data analysis for all items included in this inventory can be found in Appendix 8.

TABLE 11

Item 18: THE ELDERLY ARE HAPPY LIVING IN INSTITUTIONS IF THEY NEED TO BE THERE FOR HEALTH REASONS.

	$\bar{X}$	sd	maximum	minimum	mode
Children	3.000	.693	4.0	1.0	3.0
Parents	2.500	.860	4.0	1.0	2.0

n = 26

As indicated on Table 11, the parents agreed ($\bar{X}$ = 2.500) with institutionalization for health reasons more than did their children ($\bar{X}$ = 3.000). Scores were recorded in all four options; the choice was not universal. The range of responses was shown by the maximum = 4.0 and the minimum = 1.0 for both respondents. The mode for the parents was "agree"; for the child it was "disagree" (Table 11).

TABLE 12

Item 20: INSTITUTIONALIZATION OF THE OLD IS ACCEPTED PRACTICE BY YOUNG AND MIDDLE-AGED ADULTS.

	$\bar{X}$	sd	maximum	minimum	mode
Children	2.654	.797	4.0	2.0	2.0
Parents	2.423	.643	4.0	1.0	2.0

n = 26

Although the modes for the two are equal, the parents agreed ($\bar{X}$ = 2.423) more strongly than did the adult children, that the younger adults ($\bar{X}$ = 2.654) do see institutionalization of the old as accepted or common practice (Table 12). The range of responses from the parents was greater than was the adult children (maximum was 4.0 for both but the minimums were 1.0 for the parents and 2.0 for the adult children).

TABLE 13

Item 22: MANY OF THE ELDERLY ARE COMPETENT TO MANAGE ALL ASPECTS OF THEIR LIVES.

	$\bar{X}$	sd	maximum	minimum	mode
Children	1.463	.508	2.0	1.0	1.0
Parents	2.000	.693	4.0	1.0	2.0

n = 26

When answering item 22, the adult children agreed more strongly ($\bar{X}$ = 1.463) compared to their parent's responses ($\bar{X}$ = 2.000): The parents rated their age mates more harshly, or more incompetent, than

did the adult children (Table 13). The parents also documented answers in all four possible responses of agreement or disagreement (maximum = 4.0; minimum = 1.0); the adult children's responses were all in agreement (maximum = 2.0; minimum = 1.00) or positive. See Table 13.

TABLE 14

Item 30: PROVIDING FINANCIAL ASSISTANCE TO ADULT CHILDREN IS A ROLE EXPECTED OF THEIR PARENTS.

	$\bar{X}$	sd	maximum	minimum	mode
Children	3.269	.778	4.0	1.0	3.0
Parents	2.800	.707	4.0	1.0	3.0

n = 26

As shown on Table 14, the parents agreed with giving financial assistance to their children more positively ($\bar{X}$ = 2.800) than did the children ($\bar{X}$ = 3.269). This has been raised in the literature as an issue for the parents, they did not see this as a role for themselves. It has not been represented in this sample as an issue; possibly the indicated level of affluence of these younger adults was a factor.

Expectations of Support Between Family Members Inventory

The parents expressed a slightly lower mean ($\bar{X}$ = 23.6923) than did the adult children (23.8077) with a mean difference of 0.1154 ("Support" Table 7) but the difference was not statistically significant. Of the eleven items included in this inventory only one, item 30, demonstrated any difference in means recorded at 0.469 (Table 14). Support was perceived by both to be similar, with some difference in

responses in relation to financial support. On this topic, the parents perceived giving financial help to be a role more than did their adult children. Data analysis for all items included on this inventory can be found in Appendix 9.

The last two inventories addressed both reported significant findings or differences in this sample.

Place of Residence Inventory

Comparison of the differences in the recorded means of the adult children and their parents indicated a statistically significant difference. The parents had the higher score; a difference in mean of -1. 6538 ("Home" on Table 7). Individual items 9 and 18 included on the inventory were examples of wide differences in expressed means. Analysis of all items in this inventory are on Appendix 10.

TABLE 15

Item 9: THE THOUGHT OF ME LIVING ALONE IS DREADFUL (OR) THE THOUGHT OF MY PARENT LIVING ALONE IS DREADFUL.

	$\bar{X}$	sd	maximum	minimum	mode
Children	2.808	0.849	4.0	1.0	3.0
Parents	2.346	1.018	4.0	1.0	3.0

n = 26

The parents agreed (indicated by the lower mean of 2.346) with this item more than did their adult children ($\bar{X}$ = 2.808) about the older adult living alone. The difference in mean expressed on this item was 0.462

(Table 15). Item 18, which states: "The elderly are happy living in institutions if they need to be there for health reasons." is the second item with a greater difference in mean at 0.500 (Table 11). The parents seemed to agree more favorably, than did their children, with institutionalization of older people for health reasons ("Attitude" on Table 7). Older people are known to dread institutionalization. Possibly companionship in an institution may be perceived as less dreadful than dealing with the issue of loneliness.

Inventory on Attitudes Towards the Aged

Comparison of the differences in the recorded means of the adult children and their parents by the dependent t-test indicated a statistically significant difference. The parents, again, had the higher score; and mean difference of -1. 9231 ("Aged" on Table 7). Three items included in the scale (17, 18 and 22) indicated a wide degree of difference in recorded responses.

TABLE 16

Item 17: THERE ARE A FEW EXCEPTIONS BUT, GENERALLY MOST OLDER PEOPLE ARE MUCH ALIKE.

	$\bar{X}$	sd	maximum	minimum	mode
Children	3.269	.604	4.0	2.0	3.0
Parents	2.577	.758	4.0	1.0	2.0

n = 26

The parents tended to agree more strongly with this statement than did the adult children. The adult children's mode of 3.00 and mean of 2.577

indicated "disagree" whereas the parents mode of 2.00 was "agree" (Table 16). The parent's responses tended to suggest the older adult stereotype older individuals as all alike more than did the younger adults.

Recorded differences in mean for parents and children on items 18 and 22 where 0.500 and 0.537 respectfully (see Tables 11 and 13). Results from item 18 indicated the parents agreed, more than did their children, that institutionalization for health reasons was appropriate. The results indicated on item 22 reflected less positive thoughts on competence and the aged by the parent's than did the adult children's results.

In summary, although differences were recorded between the parent's and their adult children's personal responses on all six inventories, statistically significant differences were found only in two inventories: Place of Residence Inventory, and Inventory on Attitudes Towards the Aged.

Second Research Question:

What are the similarities and differences between how adult children and their aging parents expect each other to respond to role transitions in the elderly?

Two sets of responses will be addressed: adult child's responses for self and parent's responses for their adult child (CS and PC), and the adult child's response for the parent and the parent's response for self (CP and PS). The results of each comparison will be addressed in a discussion of each inventory.

Attitudes Towards Retirement Inventory

The difference in the mean the adult children's scores for their parents (CP) and the parent's scores for themselves (PS) was -.0385 ("Retire" on Table 18). The limited difference in mean suggested the adult children were able to answer the items from the perspective of their parents similarly to how the parent personally answered them. The difference in mean, however, was not statistically significant (Table 18). All items on the inventory (1, 2, and 3) recorded similar means as shown by the differences in means a maximum of 0.054 on item 3 (Table 19).

TABLE 17

Comparison of Children's Response for Self and Parent's Response for Child (CS and PC) (N = 26)

Variable	Mean	Standard Deviation	(Diff) Mean	Standard Deviation	T Value	Degrees of Freedom	2 Tail Prob.
Retire CS	5.7308	1.430	-0.8077	2.263	-1.82	25	0.081
Retire PC	6.5385	1.581					
Grand CS	10.6154	1.627	0.0000	1.960	0.00	25	1.000
Grand PC	10.6154	1.551					
Home CS	13.8385	1.949	-2.2692	2.073	-5.30	25	0.000
Home PC	16.1923	1.960					
Aged CS	17.1154	2.286	2.2692	2.442	4.74	25	0.000
Aged PC	19.3846	2.002					
Attitude CS	21.8077	2.843	-1.8462	4.154	-2.27	25	0.032
Attitude PC	23.6538	2.870					
Support CS	23.8077	2.728	0.0385	3.985	0.05	25	0.961
Support PC	23.8462	2.976					

TABLE 18

Comparison of Children's Response for Parent and Parent's Response For Self (CP and PS) (N = 26)

Variable	Mean	Standard Deviation	(Diff) Mean	Standard Deviation	T Value	Degrees of Freedom	2 Tail Prob.
Retire CP	6.1538	1.287	-0.0385	1.708	-0.11	25	0.910
Retire PS	6.1923	1.625					
Grand CP	11.1154	1.451	0.6923	1.934	1.82	25	0.080
Grand PS	10.4231						
Home CP	14.9231	2.399	-0.7692	2.875	-1.36	25	0.185
Home PS	15.6923	2.635					
Aged CP	16.2692	2.779	-2.7692	3.089	-4.57	25	0.000
Aged PS	19.0385	2.676					
Attitude CP	22.3462	3.123	0.6923	4.057	0.87	25	0.393
Attitude PS	23.0385	2.919					
Support CP	25.0000	2.546	1.3077	3.147	2.12	25	0.044
Support PS	23.6923	3.082					

The second comparison, the parent's scores for their children (PC) and the children's self scores (CS), produced a difference in mean of -0.8077 (Table 17). This difference in mean was not statistically significant. The differences were greater when the parent answered for the child than when the child answered for the parent: The adult children, in this sample, seemed better able to answer the items closer to the actual scores recorded by their parents than were the parents able to answer for their children. This difference was greater than the recorded difference between personal scores of the parents (PC) and that of the children (CS) of -0.4615 as shown on Table 7. While neither of the results recorded were of statistical significance, item 3 demonstrated the greatest difference in means at 0.462 (Table 20). Data analysis for all responses on this inventory is in Appendix 11.

TABLE 19

COMPARISON OF THREE ITEMS ON RETIREMENT INVENTORY

Item 1 : RETIREMENT IS SOMETHING TO LOOK FORWARD TO.
Item 2 : RETIREMENT IS/WILL BE PLEASUREABLE.
Item 3 : WORKING IS BETTER THAN RETIREMENT.

	Item 1 (SD)	Item 2 (SD)	Item 3 (SD)
Children (CP)	1.923 (.560)	1.885 (.516)	2.654 (.562)
Parents (PS)	1.962 (.774)	1.923 (.484)	2.600 (.764)
Diff. in $\bar{X}$	-0.039	-0.038	-0.054

TABLE 20

Item 3: WORKING IS BETTER THAN RETIREMENT.

	$\bar{X}$	sd	maximum	minimum	mode
Children (CS)	2.731	.667	4.0	2.0	3.0
Parents (PC)	2.269	.667	4.0	1.0	2.0

n = 26

Attitudes Towards Grandparenthood Inventory

The results of scores of children for themselves (CS) and parents for their children (PC), as shown in Table 17, produced identical means ($\bar{X}$ = 10.6154) and thus, the difference was not statistically significant. On this inventory, the parents were able to answer the items identically, or very closely to, the actual scores recorded by their children ("Grand" on Table 17).

The adult children's scores when answering for their parents (CP) compared to the scores recorded personally by the parents (PS) showed a difference in mean of 0.6923 (Table 18). The adult children were not able to answer the items for their parents as closely as their parents had demonstrated answering for them but, the marginal difference in means recorded was not statistically significant.

Three items (4, 5 and 28) included on the inventory demonstrate the similarity or consistency of means obtained. Data analysis for all items included on this inventory is included in Appendix 7.

TABLE 21

COMPARISON OF THREE ITEMS ON GRANDPARENTHOOD INVENTORY

Item 4: TO SPEND TIME WITH GRANDCHILDREN IS A VALUABLE..
Item 5: TAKING CARE OF GRANDCHILDREN IS AN EXPECTED...
Item 28: I SEE MY GRANDCHILD(REN) AS OFTEN AS I LIKE.

	Item 4 (SD)	Item 5 (SD)	Item 28 (SD)
Children (CP)	1.654 (.562)	2.654 (.892)	2.231 (.765)
Parents (PS)	1.500 (.510)	2.577 (.809)	2.120 (.666)
Diff. in $\bar{X}$	0.154	0.077	0.110

The differences in scored attitudes between the parent and adult children were similar or identical, the maximum difference in mean was 0.154 (Table 21).

Expectations of Attitude Agreement Inventory

Neither of the parent-child comparisons (either the expectations of self or the other) expressed any statistically significant findings using the dependent t-test. The difference of means for the children's personal (CS) scored attitudes compared with the parents perception's of the children's (PC) attitudes was not statistically significant ("Attitude" Table 17). The difference of means for the parent's personal (PS) attitudes compared with the child's perception's of the parent's (CP) attitudes was not statistically significant ("Attitude" Table 18). On this inventory, the adult children were able to answer the items closer to the answers given by the parents. Data analysis for all responses on this inventory is in Appendix 8.

Expectations of Support Between Family Members Inventory

The expressed difference of attitude between what the adult children personally expressed (CS) and those expressed by the parent for their children (PC) were not statistically significant ("Support" on Table 17). There is a greater difference between what the adult children recorded (CP) for their parents and what the parent's personally (PS) recorded but the difference was not statistically significance (Table 18). Data analysis for all items in this inventory is in Appendix 9.

Place of Residence Inventory

The scored mean on the inventory by the adult children (CS) for themselves was 14.0385 (Table 17). The mean expressed by the parents for the children (PC) was 16.1923 (Table 17). The difference in the recorded means of the comparison of the dyad membership (CS and PC) computed by the t-test was statistically significant. See "Home" on Table 17.

The results of the t-test (Table 18) comparing the parent's personal responses (PS) and the parent's responses for their children (CP) was not statistically significant. The parents were able to produce scores for their children similar to those the children scored for themselves. Appendix 10 contains the data analysis of the items included in this inventory.

Inventory on Attitudes Towards Aging and the Aged

In this sample, this was the only inventory of the six that recorded significant levels of difference for both comparisons. Comparisons of the differences between the parent's self (PS) and the

child's reflections on the parent (CP) by the t-test (Table 18) indicated a statistically significant difference. The second comparison, (data on Table 17) of the child's self (CS) and the parent's reflection of the child (PC) also yielded a statistically significant difference. In both of these comparisons, there were significant differences between the perceptions each had about the others attitudes towards aging and the aged. Two items, 18 and 22, will be discussed for differences found between the various responses. Data analysis of all items included in this inventory are located in Appendix 12.

TABLE 22

Item 18: THE ELDERLY ARE HAPPY LIVING IN INSTITUTIONS IF THEY NEED TO BE THERE FOR HEALTH REASONS. (n = 26)

	$\bar{X}$	sd	maximum	minimum	mode
Children (CS)	3.000	.693	4.0	1.0	3.0
Children (CP)	3.154	.675	4.0	2.0	3.0
Parents (PC)	2.385	.637	4.0	1.0	2.0
Parents (PS)	2.500	.860	4.0	1.0	2.0

As indicated on Table 22, the responses by the parents, the self response (PS) and (CP) their response for their adult children, indicated means of 2.500 and 2.385. The adult children either when answering for themselves (CS) was 3.000 or when answering for their parents (PC) was 3.154. In this sample, the parent's responses indicated their personal agreement, and, seemingly, believed their adult children also to be in general agreement, while the adult children indicated they were more in disagreement with this statement both for themselves and when

responding for their parent. The mode of the adult child was 3.000 (disagree) and the mode for the parents was 2.00 (agree). Another example of difference in expressed attitude was item 22. See Table 23.

TABLE 23

Item 22: MANY OF THE ELDERLY ARE COMPETENT TO MANAGE ALL ASPECTS OF THEIR LIVES (Comparison)

	$\bar{X}$	sd	maximum	minimum	mode
Children (CS)	1.462	.508	2.0	1.0	1.0
Children (CP)	1.577	.504	2.0	1.0	2.0
Parents (PC)	2.154	.784	4.0	1.0	2.0
Parents (PS)	2.000	693	4.0	1.0	2.0

n = 26

The responses made by the adult children on this item were more positive, or in stronger agreement with the statement, than were the responses by the parents. Table 23 indicates the adult children personally agreed with ($\bar{X}$ = 1.462) and believed their parents supported ($\bar{X}$ = 1.577) this statement more positively than had their parents personally ($\bar{X}$ = 2.000) indicated or indicated for their adult child ($\bar{X}$ = 2.154).

All possible answers, from "strongly agree" to "strongly disagree" were chosen by some members of the parents as indicated by the minimum of 1.0 and the maximum of 4.0 (Table 23). The range chosen as responses by the adult children was limited to "agree" or "strongly agree" as indicated by a minimum of 1.0 and a maximum of 2.0 (Table 23). Although all means indicated a positive response to the item, the

parents were less positive in expressed attitude than were the younger adults. The parent's responses suggested they perceive their potential age-mates harsher, or with more negativity, than did the younger adults.

In summary, to answer the first research question, there were statistically significant differences in personal attitudes of adult children (CS) and their parents (PS) in this sample in two of the six inventories: Place of Residence Inventory and Inventory on Attitudes Towards the Aged.

From the comparisons made on the six inventories in order to answer the second research question, the differences of the adult child's personal responses (CS) and those the parent predicted for the child (PC) demonstrated statistically significant differences in two inventories: Place of Residence Inventory and Inventory on Attitudes Towards the Aged. Comparisons of responses of the adult child for the parent (CP) and the parent's personal responses (PS) resulted in statistically significant results in one inventory: Place of Residence Inventory. Although neither group comprising the dyad membership, in this sample, were better able to consistently produce responses equal or similar to the other member's responses, the adult children's scores were slightly more consistent than were the parent's scores at representing the other half of the dyad's perceptions.

Chapter V

SUMMARY, CONCLUSIONS AND IMPLICATIONS

This chapter contains a summary of the study, including a brief description of the purpose, the research methodology and review of the major findings. Conclusions, implications for education and further research, as well as implications, conclude the chapter.

Summary

Purpose

This study compared the attitudes of middle-aged adult children and their parents concerning selected role transitions for the elderly. One research question focused on determining similarities and differences between attitudes of adult children and their parents concerning role transitions in later life, and the second focused on determining similarities and differences in the expected responses each had for the other when responding to selected role transitions in later life. Are the perceptions adult children have of their parent's attitudes the same as the parent's perception? If adult children were to make decisions for their parents, would the decisions be the same as the parent would make for himself? Does the parent have the same perception of their child's attitudes as the child's?

The dyad membership was composed of middle-aged, employed adult children who anticipated future care for minimally one of their parents and their parent, who was minimally 65 years old, living independently, and perceived to be healthy. Each respondent stated they had a positive relationship and commitment to the other in their dyad

and both lived within the Edmonton area. This sample was purposely selected by the non-probability network sampling technique (Brink & Wood, 1983). Generalizability to populations other than those represented the sample should be cautioned. The network began by asking associates and colleagues for the names of individuals who would meet the sample requirements and may be willing to participate. The researcher then personally contacted the potential respondents and arranged for the questionnaires to be completed.

Research Methodology and Data Analysis

The dyad membership completed a dual set of identical questionnaires each containing thirty items formulated specifically for this study. The respondent was asked to answer the items two ways: first, answer the items from their own perspective and secondly, answer the items from the perspective of the other member of the dyad (their parent or adult child). Agreement or disagreement with the content in the items was solicited. The questionnaires asked for responses on a Likert-type scale with four options: strongly agree, agree, disagree and strongly disagree.

Treatment of the Data

Each of the individual responses concerning attitudes: adult children's self perceptions (CS), adult children's perceptions of parent's attitudes (CP), parent's self perceptions (PS), and parents' perceptions of their children's attitudes (PC), on the questionnaires were analyzed by descriptive statistics using the Statistical Package for the Social Sciences (SPSSx). The items were then grouped into six different inventories (retirement, grandparenthood, place of residence, attitudes towards the aged, expectations of agreement in attitude, and support

between family members) and were, again, analyzed by descriptive statistics. Lastly, individual grouped responses (CS, PS, CP and PC) were compared for similarities and differences in attitudes with inferential statistics (dependent t-test) to answer the two research questions of the study.

The first research question was answered by comparing the parent's and adult child's personal responses (CS and PS) concerning role transitions for the elderly. The comparisons of the individual's self response (either CS or PS) and their dyad member's response for him or her (either PC or CP) answered the second research question.

Profile of the Respondents

Twenty-six dyads of adult children and their parents completed the questionnaires; the majority of whom were women. The majority, in both groups, were married, but the parent's demographics also indicated 42% widowed and 3.8% divorced. Divorce was cited as a transition problematic to this age group (Remnet, 1987). All respondents indicated a fairly high level of affluence in the study with a socioeconomic status of middle or higher. Education level of the adult children was high school or better, most with post secondary; parents indicated grade 11 or 12. Ages of the respondents clustered around the middle categories (decades) in each group: forty and seventy. It had proved problematic obtaining dyads with respondents in their thirties with parents over 65 and fifty year olds with healthy parents.

Because of the sample selected, this became a study, seemingly, in women's issues. Transitions for women would benefit from further exploration and research energy as demographics suggest women outlive and outnumber men as our society ages. This sample's responses seemed

to suggest a role of the middle-aged women includes caring for aging family members.

Review of the Major Findings

Research Question 1:

What are the similarities and differences between how adult children and their aging parents respond to role transitions in the elderly?

Comparison of Personal Responses (CS and PS)

A comparison of the personal responses on the six inventories by the adult children and their parents documented statistically significant differences on two inventories: Place of Residence Inventory and Inventory on Attitudes Towards the Aged. Analysis of the items on the Place of Residence Inventory indicated the parents documented a less positive response to the items on this inventory (Table 7) than did their adult children. Some of the parent's responses on the questionnaire were not substantiated as likely, or usual, in the literature review. The adult children agreed more strongly with two items (10 and 19) relating to the elderly choosing to living alone than did their parents: The older people in this study did not document the desire for independence that was substantiated in the literature. Possibly this sample's level of affluence and health was an influencing or contributing factor.

Items relating to institutionalization and age-segrated housing for seniors recorded results of greater agreement by the parents than by their adult children. This also was not predicted or expected from the literature. Again, the high socioeconomic status of the older adults may have been a factor. Loneliness and loss of autonomy by

institutionalization are known to be major concerns for the elderly but the sample in this study did not substantiate these findings. Possibly age-segregation in housing and institutionalization may be viewed as one method of dealing or coping with the potential loneliness and isolation.

The answers recorded by the middle-aged adults were often reflecting answers futuristically focused situations. Many respondents had indicated, while completing the questionnaires, that they had never thought of some items posed. They suggested their responses likely reflected intellectual thinking or knowledge rather than any personal feelings related to the topics. Many responded that the items made them think about their own responses, and more importantly, their parent's responses on some issues.

In summary, the difference in responses by adult children and their parents relating to housing was statistically significant. Some of the responses cited on individual items in the inventory were not substantiated in the literature review as typical of the ages.

The eight items on the Inventory on Attitudes Towards the Aged were stereotypical statements commonly used in reference to older people. The parent's responses suggested agreement with the statements on six of the eight individual items more strongly than did their children's responses. The adult children felt more strongly than did their parents on two items (16 and 22) relating to power and competence and the elderly (Appendix 8). The parents agreed with some items indicating positive attributes with aging but on some items, their collective responses were not as flattering to their potential age-mates including: "...generally most older people are alike", and "most older

people get set in their ways and are unable to change". All the adults, including the older parents, responded to some stereotypical statements and generalizations less positively than expected.

Again, the younger adults frequently commented the exercise of answering questions from a viewpoint of their parent was beneficial. The process encouraged them to think from the perspective of another for whom they felt a commitment. Some of the younger adults commented the issues addressed were ones they should be thinking about but, had not.

The responses on the remaining four inventories indicated no differences of statistical significance.

Research Question 2:

What are the similarities and differences between how adult children and their aging parents expect each other to respond to role transitions in the elderly?

Comparisons of Self Responses and Responses for the Other Dyad Member (CS and PC) and (PS and CP).

Neither the adult child nor the parent were able to consistently produce means equal to the personal responses of the other member of the dyad. Comparisons of the adult child's responses for the parent and the parent's own (CP and PS) produced a statistically significant difference on one inventory: Attitudes Towards Aging Inventory. The comparison of adult child's personal responses and the parent's responses for the adult child (CS and PC) indicated two inventories with statistically significant differences: Attitudes Towards Aging Inventory and Place of Residence Inventory. This suggests, on this

instrument, and with this sample, the adult child was better able to predict their parent's responses than the parent was able to predict for their adult child.

Of these cited inventories documenting statistically significant differences, one inventory, The Inventory on Attitudes Towards the Aged, recorded significant differences on both comparisons made (CS and PC; PS and CP). The Place of Residence Inventory reported significant differences in only one comparison (CS and PC). In this instance, the parent's recorded results more similar to their adult children's recordings than the adult children were able to provide for their parents.

Conclusions

In the attempt to determine any similarities or differences between attitudes of adult children and their parents concerning role transitions in the elderly, comparison of responses indicated there were differences in attitudes concerning issues relating to aging and the aged, and issues concerning where older people live. Also, adult children were able to predict responses of their parents slightly better than were their parents able to predict for their children.

Implications for Education

The valued attributes of age such as wisdom, experience, and respect need to be positively reinforced in our society. There is a need to teach more optimism concerning aging to overcome stereotypying present. The young need to be raised with the appreciation of the benefits, not only the losses, related to aging. A beginning could be to

increase knowledge in the area of human growth and development, the process and socialization of aging and the positives within the process. Our society is aging: adults can expect to live twenty years after retirement. Younger adults need to become socialized to the process and planning for aging, to care and plan appropriately for their aging relatives and, futuristically, for themselves. The older adult, also, needs to have perceptions of oneself, and other age-mates, boosted. The impression of feeling non-valued and of little worth need to be replaced with increased esteem, confidence, honor and respect. Greater attention needs also needs to be focused on women's issues relating to aging and transitions as their numbers are increasing in proportion to men with each decade.

The strengths of the family, including communication, need to be maximized. The bonds and affection between family members may need augmentation to better ensure family members desire and commitment to their aging members now and in the future. Family members need to plan to include the elderly in their activities to, provide needed companionship to help to offset the loneliness and isolation. The younger mmebers of families and society need to play more of a supportive role to help others to lead productive and fulfilled lives, not isolation and loneliness.

Society's services and associations will also need to continue, and possibly increase, their efforts in the provision of support and assistance to aging members and their families. Important issues relating to the elderly include: segregation or integration related to housing, maintenance of the elderly in their homes as an alternative to institutionalization, and ensuring the older person's maintenance of

power and autonomy. These are some of the important issues of great concern to the elderly; they are also important to those committed to the aging members of our nation.

The results of this study suggested there may be some differences in attitudes, perceived or admitted, between middle-aged and older adults. These issues of intergenerational interest, often perceived problematic, may benefit from attempts to improve family communication. Shared information and perceptions needs to replace false stereotyping, myths and assumptions. The informal, and formal, networking can be a form of information sharing, learning about new or different resources available.

As a result of the sample selected, this became a study in women's issues. Women are outliving and out numbering men increasingly with each advancing decade of life. Transitions characteristic of the later life of a woman have not received scientific attention proportionate to their domination of the aging population.

Continued exploration and study into the dynamics of aging, growth and development, including role transitions and other changes, would be of benefit. The dynamics of family structure had changed in Canada over recent years. Single parents, divorce, widowhood are all evident in our society. These changes affect the elderly also as the roles must adjust to accommodate these changes. Divorce has great costs to grandparent-grandchild relationships.

I met many outstanding older men and women while collecting data who represented, collectively, many of the positive attributes of aging. They became my reason, my motivation, to find some small answer in intergenerational difficulties. Collectively, they were

sincerely committed to helping me and often commented: "My dear, your generation needs all the help it can get!". I reacquainted myself with my feelings of admiration and appreciation of their wisdom, compassion, humor and experience and, I grew to believe that maybe, my generation did have much to learn and may well benefit from assistance in that process of growth.

Two individuals represented many of the attributes relating to aging and older individuals. One gentleman, an octagenarian and intellectual, represented the tremendous potential members of his generation can offer. He was, and still is, is a vital and contributing member of his community. His presence, alone, compelled my attention and respect; confidence, competence, and wisdom flowed from and around him. How wrong not to capitalize on his wealth of knowledge, experience and wisdom, and wrong not to grant him deserved power and respect.

A second example, a widow in her early seventies, was a less fortunate example of the older adult. Her world was her husband's world, and it crumbled when she lost him. She had never worked outside the home and because of a recent residential move, had few friends. She has grown to fear the world outside the walls of her home and, now, is reluctant to drive her car. Her only companionship is that of her adult children whom, she admitted, are busy. She represented a sad and lonely existence seemingly awaiting a telephone call. She vividly reminded me of the isolation so often documented especially relating to women and poverty. These examples, antithesis of one another, represented what one can have and what, unfortunately, many do have. One an individual with resources so vital and active; the other, while equally vital, has

wasted resources are not able to be realized or maximized because of her fears and isolation. Family and societal members need to remember the older people at both ends of the healthy aging continuum and strive to make both ends productive and vital.

Recommendations for Further Research

The areas of role transitions and aging have received some research interest. Attitude assessment between generations has not been widely studied. Perceptions of attitudes of another for whom decisions may be made has not been widely studied. This study only minimally explored differences in expressed attitudes concerning role transitions for the aging. The responses generated from participants while completing the questionnaires indicated the topic would benefit from more study was needed. Younger adults admitted not having thought of some issues. Many younger adults stated retirement was hard to relate to because it was futuristic. This comment was made by a 40 year old; I wondered about his, and his families, plan and protection for the future.

The questionnaire posed items soliciting responses relating to the cognitive, affective and behavioural aspects of perceived attitudes. The responses on the inventories suggested the knowledge level concerning the characteristics of aging by both members of the dyads was limited or lacking as documented by the statistically significant difference in attitudes relating to issues of aging and the aged and place of residence for the older adult including institutionalization. It seems the cognitive component of attitude assessment would benefit from enrichment; the adults in this sample, it seems, have not been well socialized to the

process of aging and do profess to the use of some stereotypical responses. The "tendency to act or feel" components, as documented by the affective and behavioural aspects of attitude as assessed by responses on the inventories, suggested greater similarities in results by both sets of adults. Responses to role transitions of retirement and grandparenthood and intergenerational support and expectations were not statistically significantly different.

The following are suggested areas for future research:

1. Further use, and assessment, of the instrument is recommended to determine credibility, validity and reliability. The possibly the addition of a "neutral" answer option may be a consideration.
2. The study and instrument would benefit from a larger sample with more diverse variables such as socioeconomic status, age, education and types of housing. Correlations between items and demographic variables (not permitted by a small sample) could occur.
3. A more in depth or detailed study be completed, possibly only on one role transition, or expand the number of items in each inventory.
4. Replication of the study with a sample of equal numbers of middle-aged adults and older adults who are not related. A comparison to determine if relatedness was a significant factor.
5. Replication of the study with a sample of equal numbers of middle-aged adults and older adults with the same

characteristics such as age or socioeconomic status as in this sample.

6. Replication of the study involving three generations of adults to compare the attitudes of the older adults who have, and do not have, living parents.
7. Investigation of variables, other than attitudes, influencing responses indicated (lack of knowledge, personal experience, futuristic and not thought about...)
8. Further study in the area of the cognitive component of attitude and its measurement.

Recommendations

Based on the literature review and the findings of the study, it is recommended that those involved with intergenerational families and their issues be aware that the personal attitudes of the various members may be dissimilar concerning role transitions and attributes of aging and the aged. Members may also have perceptions of attitudes of others that are incorrect, based on misconceptions or unfounded stereotypical responses.

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APPENDIX I

QUESTIONNAIRES TO BE COMPLETED BY THE AGING PARENT

QUESTIONNAIRE ID _____ 1-4

TO BE COMPLETED BY THE PARENT

Please answer the following questions by choosing the best or most appropriate response to **your feelings** about what the question is asking.

SCALE:

1. STRONGLY AGREE
2. AGREE
3. DISAGREE
4. STRONGLY DISAGREE

eg. Paying taxes is painful for me. SA A D SD

The "SA" should be circled if you strongly agree; "SD" should be circled if you strongly disagree with the statement.

		Computer Use Only.
1.	Retirement is something to look forward to. SA A D SD	5
2.	Retirement is or will be pleasurable. SA A D SD	6
3.	Working is better than retirement. SA A D SD	7
4.	To spend time with grandchildren is a valuable and rewarding experience. SA A D SD	8
5.	Taking care of grandchildren is an expected role for grandparents. SA A D SD	9
6.	Parents and grandparents are likely to agree on the role of the grandparent. SA A D SD	10
7.	Older people seldom complain about the behavior of younger generations. SA A D SD	11
8.	Parents and grandparents are likely to agree on decisions made concerning the grandchildren. SA A D SD	12

SCALE: SA A D SD

1. STRONGLY AGREE
2. AGREE
3. DISAGREE
4. STRONGLY DISAGREE

REMINDER: Please answer the questions by choosing the best or most appropriate response to **your feelings** about what the question is asking.

		Computer Use Only
9.	The thought of me living alone is dreadful. SA A D SD	13
10.	If elderly people choose to live alone now, or in the future, they should do so because they desire to. SA A D SD	14
11.	When in need, the elderly usually turn to their children before their friends. SA A D SD	15
12.	When in need, the elderly would turn to their brothers and sisters (if present) before they would turn to any of their children. SA A D SD	16
13.	Regardless of what choices in life the elderly make concerning themselves, their adult children should support their decisions. SA A D SD	17
14.	When it comes to spending money on necessities, adult children and their parents are likely to agree. SA A D SD	18
15.	When it comes to spending money on luxuries, adult children and their parents are likely to agree. SA A D SD	19
16.	Older people have too little power in business and politics. SA A D SD	20

SCALE: SA A D SD

1. STRONGLY AGREE
2. AGREE
3. DISAGREE
4. STRONGLY DISAGREE

Continue to record **your feelings** about what the question is asking.

	Computer Use Only
17. There are a few exceptions but, generally most older people are much alike.	SA A D SD 21
18. The elderly are happy living in institutions if they need to be there for health reasons.	SA A D SD 22
19. Older adults should be helped to live alone if they wish.	SA A D SD 23
20. Institutionalization of the old is accepted practice by young and middle-aged adults.	SA A D SD 24
21. The elderly should be able to spend their money as they desire.	SA A D SD 25
22. Many of the elderly are competent to manage all aspects of their lives.	SA A D SD 26
23. It probably is better if seniors live in housing developments with people their own age.	SA A D SD 27
24. Most older people get set in their ways and are unable to change.	SA A D SD 28
25. One interesting quality of the elderly is their capability to adjust when the situation demands.	SA A D SD 29
26. Most older people respect the privacy of other's and give advice only when asked.	SA A D SD 30
27. When discussing where I should live, my child and I are likely to agree.	SA A D SD 31

28. I see my grandchild(ren) as often as I like. SA A D SD 32

29. I see my adult child as often as I like. SA A D SD 33

30. Providing financial assistance to adult children is a role expected of their parents. SA A D SD 34

QUESTIONNAIRE ID _____ 1-4
TO BE COMPLETED BY THE PARENT

Please answer the following questions the way you think your identified **son or daughter** would answer them.

SCALE:
1. STRONGLY AGREE
2. AGREE
3. DISAGREE
4. STRONGLY DISAGREE

SA A D SD

eg. Paying taxes is painful for me. SA A D SD

The "SA" should be circled if you strongly agree; "SD" should be circled if you strongly disagree with the statement.

Computer Use Only.

1. Retirement is something to look forward to. SA A D SD 5
2. Retirement is or will be pleasurable. SA A D SD 6
3. Working is better than retirement. SA A D SD 7
4. To spend time with grandchildren is a valuable and rewarding experience. SA A D SD 8
5. Taking care of grandchildren is an expected role for grandparents. SA A D SD 9
6. Parents and grandparents are likely to agree on the role of the grandparent. SA A D SD 10
7. Older people seldom complain about the behavior of younger generations. SA A D SD 11
8. Parents and grandparents are likely to agree on decisions made concerning the grandchildren. SA A D SD 12

SCALE: SA A D SD

1. STRONGLY AGREE
2. AGREE
3. DISAGREE
4. STRONGLY DISAGREE

REMINDER: Please answer the questions by choosing the best or most appropriate response your **son or daughter** would choose.

		Computer Use Only
9.	The thought of my parent living alone is dreadful.	SA A D SD 13
10.	If elderly people choose to live alone now, or in the future, they should do so because they desire to.	SA A D SD 14
11.	When in need, the elderly usually turn to their children before their friends.	SA A D SD 15
12.	When in need, the elderly would turn to their brothers and sisters (if present) before they would turn to any of their children.	SA A D SD 16
13.	Regardless of what choices in life the elderly make concerning themselves, their adult children should support their decisions.	SA A D SD 17
14.	When it comes to spending money on necessities, adult children and their parents are likely to agree.	SA A D SD 18
15.	When it comes to spending money on luxuries, adult children and their parents are likely to agree.	SA A D SD 19
16.	Older people have too little power in business and politics.	SA A D SD 20

SCALE: SA A D SD

1. STRONGLY AGREE
2. AGREE
3. DISAGREE
4. STRONGLY DISAGREE
4. STRONGLY DISAGREE

Continue to record **child's feelings** about what the question is asking.

		Computer Use Only
17.	There are a few exceptions but, generally most older people are much alike.	SA A D SD 21
18.	The elderly are happy living in institutions if they need to be there for health reasons.	SA A D SD 22
19.	Older adults should be helped to live alone if they wish.	SA A D SD 23
20.	Institutionalization of the old is accepted practice by young and middle-aged adults.	SA A D SD 24
21.	The elderly should be able to spend their money as they desire.	SA A D SD 25
22.	Many of the elderly are competent to manage all aspects of their lives.	SA A D SD 26
23.	It probably is better if seniors live in housing developments with people their own age.	SA A D SD 27
24.	Most older people get set in their ways and are unable to change.	SA A D SD 28
25.	One interesting quality of the elderly is their capability to adjust when the situation demands.	SA A D SD 29
26.	Most older people respect the privacy of other's and give advice only when asked.	SA A D SD 30

27. When discussing where I should live, my child and I are likely to agree. SA A D SD 31

28. My parent sees the grandchild(ren) as as often as he/she likes. SA A D SD 32

29. My parent sees me as often as he/she likes. SA A D SD 33

30. Providing financial assistance to adult children is a role expected of their parents. SA A D SD 34

APPENDIX II

QUESTIONNAIRES TO BE COMPLETED BY THE ADULT CHILD

QUESTIONNAIRE ID _____ 1-4
TO BE COMPLETED BY THE ADULT CHILD

Please answer the following questions by choosing the best or most appropriate response to **your feelings** about what the question is asking.

SCALE:
1. STRONGLY AGREE
2. AGREE
3. DISAGREE
4. STRONGLY DISAGREE

SA A D SD

eg. Paying taxes is painful for me. SA A D SD

The "SA" should be circled if you strongly agree; "SD" should be circled if you strongly disagree with the statement.

		Computer Use Only.
1.	Retirement is something to look forward to. SA A D SD	5
2.	Retirement is or will be pleasurable. SA A D SD	6
3.	Working is better than retirement. SA A D SD	7
4.	To spend time with grandchildren is a valuable and rewarding experience. SA A D SD	8
5.	Taking care of grandchildren is an expected role for grandparents. SA A D SD	9
6.	Parents and grandparents are likely to agree on the role of the grandparent. SA A D SD	10
7.	Older people seldom complain about the behavior of younger generations. SA A D SD	11
8.	Parents and grandparents are likely to agree on decisions made concerning the grandchildren. SA A D SD	12

SCALE: SA A D SD

1. STRONGLY AGREE
2. AGREE
3. DISAGREE
4. STRONGLY DISAGREE

REMINDER: Please answer the questions by choosing the best or most appropriate response to **your feelings** about what the question is asking.

Computer Use Only

9. The thought of my parent living alone is dreadful. SA A D SD 13

10. If elderly people choose to live alone now, or in the future, they should do so because they desire to. SA A D SD 14

11. When in need, the elderly usually turn to their children before their friends. SA A D SD 15

12. When in need, the elderly would turn to their brothers and sisters (if present) before they would turn to any of their children. SA A D SD 16

13. Regardless of what choices in life the elderly make concerning themselves, their adult children should support their decisions. SA A D SD 17

14. When it comes to spending money on necessities, adult children and their parents are likely to agree. SA A D SD 18

15. When it comes to spending money on luxuries, adult children and their parents are likely to agree. SA A D SD 19

16. Older people have too little power in business and politics. SA A D SD 20

SCALE: SA A D SD

1. STRONGLY AGREE
2. AGREE
3. DISAGREE
4. STRONGLY DISAGREE

Continue to record **your feelings** about what the question is asking.

	Computer Use Only
17. There are a few exceptions but, generally most older people are much alike.	SA A D SD 21
18. The elderly are happy living in institutions if they need to be there for health reasons.	SA A D SD 22
19. Older adults should be helped to live alone if they wish.	SA A D SD 23
20. Institutionalization of the old is accepted practice by young and middle-aged adults.	SA A D SD 24
21. The elderly should be able to spend their money as they desire.	SA A D SD 25
22. Many of the elderly are competent to manage all aspects of their lives.	SA A D SD 26
23. It probably is better if seniors live in housing developments with people their own age.	SA A D SD 27
24. Most older people get set in their ways and are unable to change.	SA A D SD 28
25. One interesting quality of the elderly is their capability to adjust when the situation demands.	SA A D SD 29
26. Most older people respect the privacy of other's and give advice only when asked.	SA A D SD 30

27. When discussing where I should live, my parent and I are likely to agree. SA A D SD 31

28. My parent sees the grandchild(ren) as often as he/she likes. SA A D SD 32

29. My parent sees me as often as he/she likes. SA A D SD 33

30. Providing financial assistance to adult children is a role expected of their parents. SA A D SD 34

QUESTIONNAIRE ID _____ 1-4
TO BE COMPLETED BY THE ADULT CHILD

Please answer the following questions the way you think your **mother or father** would answer them.

SCALE:
1. STRONGLY AGREE
2. AGREE
3. DISAGREE
4. STRONGLY DISAGREE

		SA	A	D	SD
eg.	Paying taxes is painful for me.	SA	A	D	SD

The "SA" should be circled if you strongly agree; "SD" should be circled if you strongly disagree with the statement.

		Computer Use Only.
1.	Retirement is something to look forward to. SA A D SD	5
2.	Retirement is or will be pleasurable. SA A D SD	6
3.	Working is better than retirement. SA A D SD	7
4.	To spend time with grandchildren is a valuable and rewarding experience. SA A D SD	8
5.	Taking care of grandchildren is an expected role for grandparents. SA A D SD	9
6.	Parents and grandparents are likely to agree on the role of the grandparent. SA A D SD	10
7.	Older people seldom complain about the behavior of younger generations. SA A D SD	11
8.	Parents and grandparents are likely to agree on decisions made concerning the grandchildren. SA A D SD	12

SCALE: SA A D SD

1. STRONGLY AGREE
2. AGREE
3. DISAGREE
4. STRONGLY DISAGREE

REMINDER: Please answer the questions by choosing the best or most appropriate response your **mother or father** would choose.

Computer Use Only

9. The thought of living alone is dreadful. SA A D SD 13

10. If elderly people choose to live alone now, or in the future, they should do so because they desire to. SA A D SD 14

11. When in need, the elderly usually turn to their children before their friends. SA A D SD 15

12. When in need, the elderly would turn to their brothers and sisters (if present) before they would turn to any of their children. SA A D SD 16

13. Regardless of what choices in life the elderly make concerning themselves, their adult children should support their decisions. SA A D SD 17

14. When it comes to spending money on necessities, adult children and their parents are likely to agree. SA A D SD 18

15. When it comes to spending money on luxuries, adult children and their parents are likely to agree. SA A D SD 19

16. Older people have too little power in business and politics. SA A D SD 20

SCALE: SA A D SD

1. STRONGLY AGREE
2. AGREE
3. DISAGREE
4. STRONGLY DISAGREE
4. STRONGLY DISAGREE

Continue to record **parent's feelings** about what the question is asking.

		Computer Use Only
17.	There are a few exceptions but, generally most older people are much alike. SA A D SD	21
18.	The elderly are happy living in institutions if they need to be there for health reasons. SA A D SD	22
19.	Older adults should be helped to live alone if they wish. SA A D SD	23
20.	Institutionalization of the old is accepted practice by young and middle-aged adults. SA A D SD	24
21.	The elderly should be able to spend their money as they desire. SA A D SD	25
22.	Many of the elderly are competent to manage all aspects of their lives. SA A D SD	26
23.	It probably is better if seniors live in housing developments with people their own age. SA A D SD	27
24.	Most older people get set in their ways and are unable to change. SA A D SD	28
25.	One interesting quality of the elderly is their capability to adjust when the situation demands. SA A D SD	29
26.	Most older people respect the privacy of other's and give advice only when asked. SA A D SD	30

27. When discussing where I should live, my child and I are likely to agree. SA A D SD 31

28. I see my grandchild(ren) as often as I like. SA A D SD 32

29. I see my adult child as often as I like. SA A D SD 33

30. Providing financial assistance to adult children is a role expected of their parents. SA A D SD 34

APPENDIX III

PERSONAL DATA QUESTIONNAIRE: PARENT

PERSONAL DATA QUESTIONNAIRE: PARENT ID:

Your birthdate is: _____

Your adult child's birthdate is: _____

Computer Use Only

Please **circle** the correct response concerning information about yourself:

1. Your gender is: Male Female 35

2. Your Marital status is: Single, Common Law, Married, Separated, Divorced, Widowed, or if anything else, please specify: _____ 36

3. Your age category is: 60s; 70s; 80s; 90s 37

4. Do you live alone? YES NO 38

5. Please circle which one of the following socioeconomic group you consider yourself to be a member of:

   a. upper b. upper-middle c. middle 39
   d. lower-middle e. lower

6. Please circle the **highest** level of education completed:

   a. grade 9 e. apprenticeship papers
   b. grade 10 f. diploma
   c. grade 11 g. baccalaureate degree 40
   d. high school h. masters/doctoral degree

7. The adult child referred to when answering the questionnaire is your: Son Daughter 41

8. Are you a grandparent? YES NO 42

9. Your Place of Residence: Apartment, Condominium, Duplex, Single house, Seniors Lodge, Rooming House, or if you live somewhere else, please specify: _____ 43

Please use the following 5 point scale for the last 3 questions.

5	4	3	2	1
(very well)	(well)	(unsure)	(minimally)	(poorly)

10. Are your needs being met **physically**? 5 4 3 2 1 44

11. Are your needs being met **financially**? 5 4 3 2 1 45
Please add any comments you wish.

12. Are your needs being met **emotionally**? 5 4 3 2 1 46
Please add any comments you wish.

APPENDIX IV
PERSONAL DATA QUESTIONNAIRE: ADULT CHILD

PERSONAL DATA QUESTIONNAIRE: ADULT CHILD ID:

Your birthdate is: _____
Your parent's birthdate is: _____

Computer Use Only

Please **circle** the correct response concerning information about yourself:

1. Your gender is: Male Female 35

2. Your Marital Status is: Single, Common Law, Married, Separated, Divorced, Widowed, or if anything else, please specify: _____ 36

3. Your age category is: 20s; 30s; 40s; 50s; 60s 37

4. Do you live alone? YES NO 38

5. Please circle which one of the following socioeconomic group you consider yourself to be a member of:

   a. upper b. upper-middle c. middle

   d. lower-middle e. lower 39

6. Please circle the **highest** level of education completed:

   a. grade 9
   b. grade 10
   c. grade 11
   d. high school
   e. apprenticeship papers
   f. diploma
   g. baccalaureate degree
   h. masters/doctoral degree

   40

7. The parent referred to when answering the questionnaire is your: Mother Father 41

8. Are you a parent? YES NO 42

APPENDIX V

INTRODUCTORY LETTER

Hello, and thanks for helping me in my research!

This research will compare attitudes between a group of middle-aged and older adults concerning some of the role transitions or changes we all potentially face as we age.

We all age...that is inevitable and expected. We also hope to continue living our lives, fulfilling dreams and having plans materialized but, sometimes we are faced with changes or losses that affect our plans or dreams. Possibly our health changes or, that of our partner. We may experience changes that effect our abilities to make decisions for ourselves. We may depend upon others to make important decisions or help us when we are unable to do so for ourselves. How can we be assured others, who may be in a position to make decisions concerning us, will make the same decision we would make? As adult children, we may be called upon to make decisions for our parents. How can we be assured our parents will benefit from or appreciate the decisions we make for them?

I am interested in determining if adult children and their parents have similar attitudes concerning aging and role transitions of the elderly. If you and your parent/child agree to participate, both of you will be asked to complete a parallel set of questionnaires. I would ask you, as I will ask the other member of your dyad, not to discuss your respective answers until BOTH OF YOU HAVE COMPLETED THE QUESTIONNAIRES. As agreed, the results will be shared with you if you desire. Thank you for taking between 20 and 30 minutes to fill in the accompanying two questionnaires and one brief information sheet.

Thank you again for helping me in my research. We will all benefit from your individual effort to be a participant in my study.

Edna M. Berg

APPENDIX VI

SUBJECT'S CONSENT FORM

Subjects Consent Form

University of Alberta
Edmonton, Alberta

Title of the Study: Attitudes of Middle-aged Adult Children and Their Aging Parents Concerning Role Transitions in the Elderly

This study has been thoroughly explained to me by Edna Berg.

I understand I will be asked to complete two questionnaires and a personal data sheet. My time commitment is likely to be twenty to thirty minutes.

I have been informed that I am free to refuse to answer any question I wish and that I may discontinue filling in any questionnaire at any time if desired. I have been told my responses will be strictly confidential. The coding to ensure a set of questionnaires have been received from both members in the dyads will be birthdates written on the forms by both participants. The researcher has no way of tracing dates to any parent-child dyad. I understand the questionnaires will only be utilized for the stated research purposes and will be destroyed once data has been processed.

_____ _____

Participant's signature Researcher's signature

_____

Date

APPENDIX VII

DATA ANALYSIS OF ITEMS IN THE GRANDPARENTHOOD INVENTORY:

- Personal Responses of Adult Child and Parent (CS AND PS)
- Personal Response of Adult Child and Parent's Responses for the Child (CS and PC)
- Personal Response of the Parent and Adult Child's Response for the Parent (PS and CP)

Data Analysis of Items in Grandparenthood Inventory
Personal Responses of Adult Child and Parent
(CS and PS) (n = 26)

Items included were: 4, 5, 6, 8 and 28.

	$\bar{X}$	sd	maximum	minimum	mode
Children (4)	1.538	.582	3.0	1.0	1.0
Parents (4)	1.500	.510	2.0	1.0	1.0
Children (5)	2.692	.788	4.0	1.0	3.0
Parents (5)	2.577	.809	4.0	1.0	3.0
Children (6)	2.231	.587	4.0	1.0	2.0
Parents (6)	2.192	.491	3.0	1.0	2.0
Children (8)	2.462	.647	4.0	1.0	2.0
Parents (8)	2.360	.569	3.0	1.0	2.0
Children (28)	2.077	.845	4.0	1.0	2.0
Parents (28)	2.120	.666	4.0	1.0	2.0

Data Analysis of Items in Grandparenthood Inventory Personal Response of Adult Child and Parent's Responses for the Child (CS and PC) (n = 26)

Items included were: 4, 5, 6, 8 and 28.

	$\bar{X}$	sd	maximum	minimum	mode
Children (4)	1.538	.582	3.0	1.0	1.0
Parents (4)	1.808	.567	3.0	1.0	2.0
Children (5)	2.692	.788	4.0	1.0	3.0
Parents (5)	2.654	.562	4.0	2.0	3.0
Children (6)	2.231	.587	4.0	1.0	2.0
Parents (6)	2.115	.516	3.0	1.0	2.0
Children (8)	2.462	.647	4.0	1.0	2.0
Parents (8)	2.269	.533	3.0	1.0	2.0
Children (28)	2.077	.845	4.0	1.0	2.0
Parents (28)	2.077	.628	4.0	1.0	2.0

Data Analysis of Items in Grandparenthood Inventory Personal Response of the Parent and Adult Child's Response for the Parent (PS and CP)

(n = 26)

Items included were: 4, 5, 6, 8 and 28.

	$\bar{X}$	sd	maximum	minimum	mode
Children (4)	1.654	.562	3.0	1.0	2.0
Parents (4)	1.500	.510	2.0	1.0	1.0
Children (5)	2.654	.892	4.0	1.0	2.0
Parents (5)	2.577	.809	4.0	1.0	3.0
Children (6)	2.346	.562	3.0	1.0	2.0
Parents (6)	2.192	.491	3.0	1.0	2.0
Children (8)	2.538	.508	3.0	2.0	3.0
Parents (8)	2.360	.569	3.0	1.0	2.0
Children (28)	2.231	.765	4.0	1.0	2.0
Parents (28)	2.120	.666	4.0	1.0	2.0

APPENDIX VIII

DATA ANALYSIS OF ITEMS IN EXPECTATIONS OF AGREEMENT INVENTORY:

- Personal Responses of Adult Children and Parents (CS and PS)
- Personal Responses of Adult Child and Parent's Responses for the Adult Child (CS and PC)
- Parent's Personal Responses and Adult Child's Responses for the Parent (PS and CP)

Data Analysis of Items in Expectations of Agreement Attitude Inventory: Personal Responses of the Adult Child and Parent (CS and PS) (n = 26)

Items included were: 6, 18 to 22, 25, 26 and 28 to 30.

	$\bar{X}$	sd	maximum	minimum	mode
Children (6)	2.231	.587	4.0	1.0	2.0
Parents (6)	2.192	.491	3.0	1.0	2.0
Children (18)	3.000	.693	4.0	1.0	3.0
Parents (18)	2.500	.860	4.0	1.0	2.0
Children (19)	1.615	.496	2.0	1.0	2.0
Parents (19)	1.808	.491	3.0	1.0	2.0
Children (20)	2.654	.797	4.0	2.0	2.0
Parents (20)	2.423	.643	4.0	1.0	2.0
Children (21)	1.654	.485	2.0	1.0	2.0
Parents (21)	1.692	.471	2.0	1.0	2.0
Children (22)	1.462	.508	2.0	1.0	1.0
Parents (22)	2.000	.693	4.0	1.0	2.0
Children (25)	2.385	.571	3.0	1.0	2.0
Parents (25)	2.269	.604	4.0	1.0	2.0
Children (26)	2.269	.533	3.0	1.0	2.0
Children (28)	2.077	.845	4.0	1.0	2.0
Parents (28)	2.120	.666	4.0	1.0	2.0
Children (29)	2.038	.824	4.0	1.0	2.0
Parents (29)	1.920	.400	3.0	1.0	2.0
Children (30)	3.269	.778	4.0	1.0	3.0
Parents (30)	2.800	.707	4.0	1.0	3.0

Data Analysis of Items in Expectations of Agreement Attitude Inventory: Personal Responses of Child and Parent's Responses for the Child (CS and PC) (n = 26)

Items included were: 6, 18 to 22, 25, 26 and 28 to 30.

	$\bar{X}$	sd	maximum	minimum	mode
Children (6)	2.231	.587	4.0	1.0	2.0
Parents (6)	2.115	.516	3.0	1.0	2.0
Children (18)	3.000	.693	4.0	1.0	3.0
Parents (18)	2.385	.637	4.0	1.0	2.0
Children (19)	1.615	.496	2.0	1.0	2.0
Parents (19)	1.846	.464	3.0	1.0	2.0
Children (20)	2.654	.797	4.0	2.0	2.0
Parents (20)	2.240	.436	3.0	2.0	2.0
Children (21)	1.654	.485	2.0	1.0	2.0
Parents (21)	1.808	.402	2.0	1.0	2.0
Children (22)	1.462	.508	2.0	1.0	1.0
Parents (22)	2.154	.784	4.0	1.0	2.0
Children (25)	2.385	.571	3.0	1.0	2.0
Children (26)	2.269	.533	3.0	1.0	2.0
Parents (26)	2.200	.408	3.0	2.0	2.0
Children (28)	2.077	.845	4.0	1.0	2.0
Parents (28)	2.077	.628	4.0	1.0	2.0
Children (29)	2.038	.824	4.0	1.0	2.0
Parents (29)	2.077	.560	4.0	1.0	2.0
Children (30)	3.269	.778	4.0	1.0	3.0
Parents (30)	3.000	.566	4.0	2.0	3.0

Data Analysis of Expectations of Agreement Attitude Inventory: Parent's Personal Responses and Adult Child's Response for the Parent (PS and CP)

Items included were: 6, 18 to 22, 25, 26 and 28 to 30 (n=26)

	$\bar{X}$	sd	maximum	minimum	mode
Children (6)	2.346	.562	3.0	1.0	2.0
Parents (6)	2.192	.491	3.0	1.0	2.0
Children (18)	3.154	.675	4.0	2.0	3.0
Parents (18)	2.500	.860	4.0	1.0	2.0
Children (19)	1.615	.571	3.0	1.0	2.0
Parents (19)	1.808	.491	3.0	1.0	2.0
Children (20)	2.280	.614	4.0	1.0	2.0
Parents (20)	2.423	.643	4.0	1.0	2.0
Children (21)	1.500	.510	2.0	1.0	1.0
Parents (21)	1.692	.471	2.0	1.0	2.0
Children (22)	1.577	.504	2.0	1.0	2.0
Parents (22)	2.000	.693	4.0	1.0	2.0
Children (25)	2.115	.516	3.0	1.0	2.0
Parents (25)	2.269	.604	4.0	1.0	2.0
Children (26)	2.077	.484	3.0	1.0	2.0
Parents (26)	2.080	.493	3.0	1.0	2.0
Children (28)	2.231	.765	4.0	1.0	2.0
Parents (28)	2.120	.666	4.0	1.0	2.0
Children (29)	2.192	.749	4.0	1.0	2.0
Parents (29)	1.920	.400	3.0	1.0	2.0
Children (30)	2.769	.765	4.0	2.0	2.0
Parents (30)	2.800	.707	4.0	1.0	3.0

APPENDIX IX

DATA ANALYSIS OF ITEMS IN EXPECTATIONS OF SUPPORT BETWEEN FAMILY MEMBERS INVENTORY:

- Personal Responses of Adult Child and Parent (CS & PS)
- Personal Responses of Adult Child and Parent's for the Child (CS & PC)
- Personal Responses of the Parent and Adult Child's Responses for the Parent (PS and CP)

Data Analysis of Items in Expectations of Support Between Family Members Inventory: Personal Responses of Adult Child and Parent (CS & PS)

Items included were: 7, 11 to 15, 19 and 27 to 30. (n=26)

	$\bar{X}$	sd	maximum	minimum	mode
Children (7)	2.731	.533	4.0	2.0	3.0
Parents (7)	2.846	.464	4.0	2.0	3.0
Children (11)	1.731	.604	3.0	1.0	2.0
Parents (11)	1.808	.402	2.0	1.0	2.0
Children (12)	3.000	.566	4.0	2.0	3.0
Parents (12)	2.962	.720	4.0	1.0	3.0
Children (13)	2.154	.784	4.0	1.0	2.0
Parents (13)	2.000	.566	3.0	1.0	2.0
Children (14)	2.192	.567	3.0	1.0	2.0
Parents (14)	2.120	.440	3.0	1.0	2.0
Children (15)	2.615	.571	3.0	1.0	3.0
Parents (15)	2.560	.768	4.0	1.0	2.0
Children (19)	1.615	.496	2.0	1.0	2.0
Parents (19)	1.808	.491	3.0	1.0	2.0
Children (27)	2.000	.408	3.0	1.0	2.0
Parents (27)	2.000	.426	3.0	1.0	2.0
Children (28)	2.077	.845	4.0	1.0	2.0
Parents (28)	2.120	.666	4.0	1.0	2.0
Children (29)	2.038	.824	4.0	1.0	2.0
Parents (29)	1.920	.400	3.0	1.0	2.0
Children (30)	3.269	.778	4.0	1.0	3.0
Parents (30)	2.800	.707	4.0	1.0	3.0

Data Analysis of Expectations of Support Between Family Members Inventory: Personal Responses of Child and Parent's Responses for the Child (CS & PC)

Items included were: 7, 11 to 15, 19 and 27 to 30. (n = 26)

	$\bar{X}$	sd	maximum	minimum	mode
Children (7)	2.731	.533	4.0	2.0	3.0
Parents (7)	2.808	.634	4.0	1.0	3.0
Children (11)	1.731	.604	3.0	1.0	2.0
Parents (11)	1.880	.440	3.0	1.0	2.0
Children (12)	3.000	.566	4.0	2.0	3.0
Parents (12)	2.920	.493	4.0	2.0	3.0
Children (13)	2.154	.784	4.0	1.0	2.0
Parents (13)	2.120	.440	3.0	1.0	2.0
Children (14)	2.192	.567	3.0	1.0	2.0
Parents (14)	2.200	.500	3.0	1.0	2.0
Children (15)	2.615	.571	3.0	1.0	3.0
Parents (15)	2.500	.659	4.0	1.0	2.0
Children (19)	1.615	.496	2.0	1.0	2.0
Parents (19)	1.846	.464	3.0	1.0	2.0
Children (27)	2.000	.408	3.0	1.0	2.0
Parents (27)	1.962	.445	3.0	1.0	2.0
Children (28)	2.077	.845	4.0	1.0	2.0
Parents (28)	2.077	.628	4.0	1.0	2.0
Children (29)	2.038	.824	4.0	1.0	2.0
Parents (29)	2.077	.560	4.0	1.0	2.0
Children (30)	3.269	.778	4.0	1.0	3.0
Parents (30)	3.000	.566	4.0	2.0	3.0

Data Analysis of Expectations of Support Between Family Members Inventory: Personal Responses of Parent & Child's Responses for the Parent (PS & CP)

Items included were: 7, 11 to 15, 19 and 27 to 30. (n = 26)

	$\bar{X}$	sd	maximum	minimum	mode
Children (7)	2.808	.402	3.0	2.0	3.0
Parents (7)	2.846	.464	4.0	2.0	3.0
Children (11)	1.923	.560	3.0	1.0	2.0
Parents (11)	1.808	.402	2.0	1.0	2.0
Children (12)	3.000	.632	4.0	2.0	3.0
Parents (12)	2.962	.720	4.0	1.0	3.0
Children (13)	2.115	.711	4.0	1.0	2.0
Parents (13)	2.000	.566	3.0	1.0	2.0
Children (14)	2.308	.618	4.0	1.0	2.0
Parents (14)	2.120	.440	3.0	1.0	2.0
Children (15)	2.577	.703	4.0	1.0	3.0
Parents (15)	2.560	.768	4.0	1.0	2.0
Children (19)	1.615	.517	3.0	1.0	2.0
Parents (19)	1.808	.491	3.0	1.0	2.0
Children (27)	2.000	.400	3.0	1.0	2.0
Parents (27)	2.000	.426	3.0	1.0	2.0
Children (28)	2.231	.765	4.0	1.0	2.0
Parents (28)	2.120	.666	4.0	1.0	2.0
Children (29)	2.192	.749	4.0	1.0	2.0
Parents (29)	1.920	.400	3.0	1.0	2.0
Children (30)	2.769	.765	4.0	2.0	2.0
Parents (30)	2.800	.707	4.0	1.0	3.0

APPENDIX X

DATA ANALYSIS OF ITEMS IN THE RETIREMENT INVENTORY:

- Personal Responses of Adult Child and Parent (CS and PS)
- Personal Response of Adult Child and Parent's Responses for the Child (CS and PC)
- Personal Response of the Parent and Adult Child's Response for the Parent (PS and CP)

Data Analysis of Items in the Retirement Inventory: Personal Responses of Adult Child and Parent (CS and PS) (n = 26)

Items included were: 1, 2 and 3.

	$\bar{X}$	sd	maximum	minimum	mode
Children (1)	1.808	.634	3.0	1.0	2.0
Parents (1)	1.962	.774	4.0	1.0	2.0
Children (2)	1.720	.542	3.0	1.0	2.0
Parents (2)	1.923	.484	3.0	1.0	2.0
Children (3)	2.731	.667	4.0	2.0	3.0
Parents (3)	2.600	.764	4.0	1.0	2.0

Data Analysis of Items in the Retirement Inventory Personal Response of Adult Child and Parent's Responses for the Child (CS and PC) (n = 26)

Items included were: 1, 2 and 3.

	$\bar{X}$	sd	maximum	minimum	mode
Children (1)	1.808	.634	3.0	1.0	2.0
Parents (1)	1.962	.662	3.0	1.0	2.0
Children (2)	1.720	.542	3.0	1.0	2.0
Parents (2)	1.846	.543	3.0	1.0	2.0
Children (3)	2.731	.667	4.0	2.0	3.0
Parents (3)	2.269	.667	4.0	1.0	2.0

Data Analysis of Items in the Retirement Inventory Personal Response of the Parent and Adult Child's Response for the Parent (PS and CP) (n = 26)

Items included were: 1, 2 and 3.

	$\bar{X}$	sd	maximum	minimum	mode
Children (1)	1.923	.560	3.0	1.0	2.0
Parents (1)	1.962	.774	4.0	1.0	2.0
Children (2)	1.885	.516	3.0	1.0	2.0
Parents (2)	1.923	.484	3.0	1.0	2.0
Children (3)	2.654	.562	4.0	2.0	3.0
Parents (3)	2.600	.764	4.0	1.0	2.0

APPENDIX XI

DATA ANALYSIS OF ITEMS IN THE PLACE OF RESIDENCE INVENTORY:

- Personal Responses of Adult Child and Parent (CS and PS)
- Personal Responses of Adult Child and Parent's Responses for the Child (CS and PC)
- Personal Responses of the Parent and Adult Child's Responses for the Parent (PS and CP)

Data Analysis of Items in the Place of Residence Inventory: Personal Responses of Adult Child and Parent (CS and PS) (n = 26)

Items included were: 9, 10, 18 to 20, 23 and 27.

	$\bar{X}$	sd	maximum	minimum	mode
Children (9)	2.808	.849	4.0	1.0	3.0
Parents (9)	2.346	1.018	4.0	1.0	3.0
Children (10)	1.615	.571	3.0	1.0	2.0
Parents (10)	1.885	.653	4.0	1.0	2.0
Children (18)	3.000	.693	4.0	1.0	3.0
Parents (18)	2.500	.860	4.0	1.0	2.0
Children (19)	1.615	.496	2.0	1.0	2.0
Parents (19)	1.808	.491	3.0	1.0	2.0
Children (20)	2.654	.797	4.0	2.0	2.0
Parents (20)	2.423	.643	4.0	1.0	2.0
Children (23)	2.654	.892	4.0	1.0	3.0
Parents (23)	2.400	.764	4.0	1.0	2.0
Children (27)	2.000	.408	3.0	1.0	2.0
Parents (27)	2.000	.426	3.0	1.0	2.0

Data Analysis of Items in the Place of Residence Inventory Personal Responses of Adult Child and Parent's Responses for the Child (CS and PC) (n = 26)

Items included were: 9, 10, 18 to 20, 23 and 27.

	$\bar{X}$	sd	maximum	minimum	mode
Children (9)	2.808	.849	4.0	1.0	3.0
Parents (9)	2.480	.714	4.0	1.0	3.0
Children (10)	1.615	.571	3.0	1.0	2.0
Parents (10)	1.920	.400	3.0	1.0	2.0
Children (18)	3.000	.693	4.0	1.0	3.0
Parents (18)	2.385	.637	4.0	1.0	2.0
Children (19)	1.615	.496	2.0	1.0	2.0
Parents (19)	1.846	.464	3.0	1.0	2.0
Children (20)	2.654	.797	4.0	2.0	2.0
Parents (20)	2.240	.436	3.0	2.0	2.0
Children (23)	2.654	.892	4.0	1.0	3.0
Parents (23)	2.154	.464	3.0	1.0	2.0
Children (27)	2.000	.408	3.0	1.0	2.0
Parents (27)	1.962	.445	3.0	1.0	2.0

Data Analysis of Items in the Place of Residence Inventory Personal Responses of the Parent and Adult Child's Responses for the Parent (PS and CP)

(n = 26)

Items included were: 9, 10, 18 to 20, 23 and 27.

	$\bar{X}$	sd	maximum	minimum	mode
Children (9)	2.308	.838	4.0	1.0	2.0
Parents (9)	2.346	1.018	4.0	1.0	3.0
Children (10)	1.920	.640	4.0	1.0	2.0
Parents (10)	1.885	.653	4.0	1.0	2.0
Children (18)	3.154	.675	4.0	2.0	3.0
Parents (18)	2.500	.860	4.0	1.0	2.0
Children (19)	1.615	.571	3.0	1.0	2.0
Parents (19)	1.808	.491	3.0	1.0	2.0
Children (20)	2.280	.614	4.0	1.0	2.0
Parents (20)	2.423	.643	4.0	1.0	2.0
Children (23)	2.692	.838	4.0	1.0	3.0
Parents (23)	2.400	.764	4.0	1.0	2.0
Children (27)	2.000	.400	3.0	1.0	2.0
Parents (27)	2.000	.426	3.0	1.0	2.0

APPENDIX XII

DATA ANALYSIS OF ITEMS ON ATTITUDES TOWARDS THE AGED INVENTORY:

- Personal Responses of Adult Child and Parent (CS and PS)
- Personal Response of Adult Child and Parent's Responses for the Child (CS and PC)
- Personal Response of the Parent and Adult Child's Response for the Parent (PS and CP)

Data Analysis of Items on Attitudes Towards the Aged Inventory: Personal Responses of Adult Child and Parent (CS and PS) (n = 26)

Items included were: 16 to 18, and 22 to 26.

	$\bar{X}$	sd	maximum	minimum	mode
Children (16)	2.440	.651	4.0	1.0	2.0
Parents (16)	2.538	.706	4.0	1.0	3.0
Children (17)	3.269	.604	4.0	2.0	3.0
Parents (17)	2.577	.758	4.0	1.0	2.0
Children (18)	3.000	.693	4.0	1.0	3.0
Parents (18)	2.500	.860	4.0	1.0	2.0
Children (22)	1.462	.508	2.0	1.0	1.0
Parents (22)	2.000	.693	4.0	1.0	2.0
Children (23)	2.654	.892	4.0	1.0	3.0
Parents (23)	2.400	.764	4.0	1.0	2.0
Children (24)	2.423	.578	4.0	2.0	2.0
Parents (24)	2.192	.567	3.0	1.0	2.0
Children (25)	2.385	.571	3.0	1.0	2.0
Parents (25)	2.269	.604	4.0	1.0	2.0
Children (26)	2.269	.533	3.0	1.0	2.0
Parents (26)	2.080	.493	3.0	1.0	2.0

Data Analysis of Items on Attitudes Towards the Aged Inventory: Personal Response of Adult Child and Parent's Responses for the Child (CS and PC)

(n = 26)

Items included were: 16 to 18, and 22 to 26.

	$\bar{X}$	sd	maximum	minimum	mode
Children (16)	2.440	.651	4.0	1.0	2.0
Parents (16)	2.542	.509	3.0	2.0	3.0
Children (17)	3.269	.604	4.0	2.0	3.0
Parents (17)	2.538	.761	4.0	1.0	2.0
Children (18)	3.000	.693	4.0	1.0	3.0
Parents (18)	2.385	.637	4.0	1.0	2.0
Children (22)	1.462	.508	2.0	1.0	1.0
Parents (22)	2.154	.784	4.0	1.0	2.0
Children (23)	2.654	.892	4.0	1.0	3.0
Parents (23)	2.154	.464	3.0	1.0	2.0
Children (24)	2.423	.578	4.0	2.0	2.0
Parents (24)	2.346	.562	3.0	1.0	2.0
Children (25)	2.385	.571	3.0	1.0	2.0
Parents (25)	2.192	.491	3.0	1.0	2.0
Children (26)	2.269	.533	3.0	1.0	2.0
Parents (26)	2.200	.408	3.0	2.0	2.0

Data Analysis of Items on Attitudes Towards the Aged Inventory: Personal Response of the Parent and Adult Child's Response for the Parent (PS and CP)

(n = 26)

Items included were: 16 to 18, and 22 to 26.

	$\bar{X}$	sd	maximum	minimum	mode
Children (16)	2.120	.666	4.0	1.0	2.0
Parents (16)	2.538	.706	4.0	1.0	3.0
Children (17)	3.154	.675	4.0	2.0	3.0
Parents (17)	2.577	.758	4.0	1.0	2.0
Children (18)	3.154	.675	4.0	2.0	3.0
Parents (18)	2.500	.860	4.0	1.0	2.0
Children (22)	1.577	.504	2.0	1.0	2.0
Parents (22)	2.000	.693	4.0	1.0	2.0
Children (23)	2.692	.838	4.0	1.0	3.0
Parents (23)	2.400	.764	4.0	1.0	2.0
Children (24)	2.538	.582	4.0	2.0	2.0
Parents (24)	2.192	.567	3.0	1.0	2.0
Children (25)	2.115	.516	3.0	1.0	2.0
Parents (25)	2.269	.604	4.0	1.0	2.0
Children (26)	2.077	.484	3.0	1.0	2.0
Parents (26)	2.080	.493	3.0	1.0	2.0